



## **Specification**

**IAO Level 3 Certificate in Foot Health Care**

**Qualification Number: 610/6998/X**

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## Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the change control table below.

Version Number	Date Revised	Description of Revision	Page Affected

## Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is V1. We will inform centres of any changes to this Specification. Centres can keep up to date by visiting our website

[www.innovateawarding.org](http://www.innovateawarding.org)

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email

[contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)



## Qualification Summary

<b>Qualification Title</b>	<b>Level 3 Certificate in Foot Health Care</b>		
<b>Qualification Number (QN)</b>	<b>610/6998/X</b>	<b>RQF Level</b>	<b>3</b>
<b>Operational Start Date</b>	<b>1<sup>st</sup> March 2026</b>		

<b>Total Qualification Time (TQT)</b>	<b>Guided Learning Hours (GLH)</b>	<b>Qualification Credit Value</b>
<b>170</b>	<b>125</b>	<b>17</b>

### Qualification Objective

This qualification develops the knowledge, skills and competence required for learners to work as Foot Care Assistants by promoting an awareness of common foot disorders and causes, treatments and the scope of practice at this level. The knowledge, understanding and skills gained in this qualification will equip learners to be occupationally competent as a Foot Care Assistant so that they are confident to perform basic manual nail cutting and filing, identify common conditions and, where necessary, make referrals to senior colleagues and other professionals.

### Assessment Requirements

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs). Learners must compile a portfolio of evidence demonstrating how they meet the assessment criteria.

To pass, the learner must demonstrate that they have met all the learning outcomes and their associated assessment criteria. If the learner has not demonstrated competence, they would be provided with feedback for the criteria not yet met.

### Portfolio of Evidence

Portfolio of Evidence may include workplace documentation and workplace records, witness statements, annotated photographs, video clips, professional discussion with the learner's tutor and observation by the learner's tutor. This is not a definitive list; other evidence sources are allowed.

## Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them. The Statement of Authenticity is attached to the Evidence Locator. This must be signed by both the learner and their line manager or internal assessor.

# Qualification Structure

## Mandatory Units

Unit Number	Unit Title	Level	Credit Value	GLH
D/651/9160	Anatomy and physiology, common dermatological conditions and nail dystrophies	3	3	25
F/651/9161	Scope of practice, treatments, medications and instruments used in foot health care	3	3	20
H/651/9162	Organisational policies and procedures	3	3	20
J/651/9163	Infection prevention and control for the foot care assistant	3	4	30
K/651/9164	Support and assist with foot health care treatments and procedures	3	4	30

Learners must achieve all the mandatory units.

## Target Audience

This qualification is suitable for learners who work or who are looking to work within the health and social care sector, for example:

- Care workers
- People seeking work in the NHS
- Health or social care workers wishing to move into podiatry
- Career changers

The qualification provides learners with an opportunity to demonstrate their knowledge, skills and understanding to operate as a Foot Care Assistant in a range of clinical or non-clinical settings.

There are no formal entry requirements.

Learners must be at least 16 years old.

## Progression Opportunities

Learners who achieve this qualification could use the skills learned to progress within their existing roles, for example as health care assistants or care workers.

Learners may also wish to continue their studies by progressing on to the Level 4 Diploma for the Foot Health Practitioner.

## Support Materials

The following support materials are available for this qualification:

- Portfolio of Evidence Locator
- Assessment Key Verbs Document

All the support materials for this qualification can be found on Quartz.

## Funding

This qualification is not currently eligible for public funding.

# QUALIFICATION UNITS

**Unit Title**                    **Anatomy and physiology, common dermatological conditions and nail dystrophies**

**Unit Number**                **D/651/9160**

**Level**                            **3**

**Credit Value**                **3**

**GLH**                             **25**

### Unit Aim

This unit aims to give learners an understanding of basic anatomy and physiology and common conditions relevant to foot health.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the structure and function of the skin	1.1 Describe the function of the skin and the different layers including: <ul style="list-style-type: none"> <li>• The dermis</li> <li>• The epidermis</li> </ul>
2. Know <b>common dermatological disorders and conditions</b> which affect the foot	2.1 Define the term "dermatology" 2.2 Describe common dermatological disorders and conditions which affect the foot 2.3 Describe the <b>types of lesions</b> that can appear on the skin
3. Know the structure of the foot and lower leg	3.1 Identify the bones of the foot 3.2 Define the arches of the foot 3.3 Identify the muscles of the lower leg
4. Understand the function and structure of the nail	4.1 Describe the function of the nail 4.2 Describe the structure of the nail
5. Understand common dystrophies of the nail	5.1 Describe common dystrophies of the nail including: <ul style="list-style-type: none"> <li>• Onychomycosis</li> <li>• Onychocryptosis</li> </ul>
6. Understand common <b>circulatory disorders</b> of the lower limb	6.1 Describe common circulatory disorders that can affect the lower limb 6.2 Explain the effect of exercise on circulatory disorders of the lower limb
7. Understand the importance of appropriate and correctly fitting footwear	7.1 Explain the importance of appropriate and correctly fitting footwear 7.2 Describe the <b>issues</b> that can be caused by inappropriate or badly fitting footwear

Additional Information
<p><b>Learning Outcome 2</b></p> <p><b>Common dermatological disorders and conditions</b> may include: Callus, heloma durum (hard corn), heloma molle (soft corn), heloma millare (soft corn), verruca, candidiasis, pustular psoriasis, tinea pedis (athlete’s foot), chilblain, excessive sweating, fungal infections</p> <p><b>Types of lesions</b> may include: Papule and nodule, ulcers, fissures, cysts</p> <p><b>Learning Outcome 6</b></p> <p><b>Circulatory disorders</b> may include: Deep vein thrombosis, varicose veins</p> <p><b>Learning Outcome 7</b></p> <p><b>Issues</b> with inappropriate or badly fitting footwear might include: Corns, callous, pressure sores, problems with gait</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)
Details of the relationship of the unit and relevant national occupational standards
<p>This unit maps to NHS England Standards for the Foot Health Workforce; Level 3 Foot Care Assistant; Clinical Domains:</p> <p>2.1 Nail care: Healthy patient</p> <p>3.1 Dermatology: Healthy patient</p>

<b>Unit Title</b>	<b>Scope of practice, treatments, medications and instruments used in foot health care</b>
<b>Unit Number</b>	<b>F/651/9161</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>20</b>

### Unit Aim

This unit gives the learner knowledge of common medicines, therapeutics, medications, and instruments used by professionals in a range of foot health care settings and the scope of practice of a Foot Care Assistant.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand scope of practice in foot health care	1.1 Explain what is meant by the term 'scope of practice' and how it applies to the role of Foot Care Assistant 1.2 Describe the treatments commonly provided by: <ul style="list-style-type: none"> <li>• Foot Care Assistant</li> <li>• Foot Health Practitioner</li> <li>• Podiatrist</li> </ul> 1.3 Describe the implications of a Foot Care Assistant working outside of their 'scope of practice'
2. Know medications that can impact foot care treatments	2.1 Identify <b>medications</b> that can impact foot health care 2.2 Describe the possible impact of medications on foot care treatments
3. Understand the preparations and dressings used in foot health care	3.1 Give examples of <b>preparations</b> and their uses 3.2 Describe <b>types of dressings</b> used 3.3 Explain why Foot Care Assistants should refer a client to a more senior practitioner if a dressing is required 3.4 Explain the need for infection control measures to be maintained throughout the application of dressings
4. Understand the instruments used in foot health care	4.1 Describe the types of <b>common instruments</b> used 4.2 Describe the <b>instruments that can be used by a Foot Care Assistant</b>
5. Understand abrasion in foot health care	5.1 Explain the different types of abrasion 5.2 Explain why it is important to contain dust when filing

Additional Information
<p><b>Learning Outcome 1</b></p> <p><b>Scope of practice</b> may include reference to the NHS England Standards for the Foot Health Workforce; Level 3 Foot Care Assistant.</p> <p><b>Learning Outcome 2</b></p> <p><b>Preparations</b> may include:            Ointments, pastes, solutions, analgesics, gels, lotions, liniments, aerosols, antiseptics, creams</p> <p><b>Medications</b> may include:            Aspirin, non-steroid anti-inflammatory drugs (NSAIDs), warfarin, beta-blockers, diuretics, steroids, corticosteroids</p> <p><b>Types of dressings</b> may include:            Tube gauze, 'Fleecy web,' adhesive tapes, Micropore, fibre-based tapes, adhesive cushioning, padding, adhesives</p> <p><b>Learning Outcome 3</b></p> <p><b>Common instruments</b> may include:            Dressing scissors, files and abrasive devices (manual and mechanical), scalpels, nippers, tendon hammer, Black's file, tube gauze applicators, spatulas</p> <p><b>Instruments that can be used by a Foot Care Assistants</b> include:            Nail file, nippers, Black's file, spatula for cream application</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)
Details of the relationship of the unit and relevant national occupational standards
<p>This unit maps to NHS England Standards for the Foot Health Workforce; Level 3 Foot Care Assistant; Clinical Domains:</p> <p>2.1 Nail care: Healthy patient</p>

3.1 Dermatology: Healthy patient

4.7 Musculoskeletal health (MSK): All patients – orthoses fitting

5.1 Wound management: Healthy patient

**Unit Title**                    **Organisational policies and procedures**  
**Unit Number**                **H/651/9162**  
**Level**                                **3**  
**Credit Value**                **3**  
**GLH**                                 **20**

### Unit Aim

This unit provides the learner with the skills, knowledge and understanding to communicate and record information in a foot health care environment in accordance with organisational policies and procedures.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the importance of <b>communication</b> when working as a Foot Care Assistant	1.1 Explain why communication skills are important when working with clients 1.2 Identify with whom Foot Care Assistants may need to communicate regarding clients' foot health care needs 1.3 Explain the terms 'confidentiality' and 'professionalism' 1.4 Explain why it is important to maintain confidentiality and professionalism when working with clients and practitioners 1.5 Identify what <b>information</b> you need to gather from clients to support treatments and record keeping 1.6 Explain why it is important to gather and share information accurately, and in accordance with organisational policies and processes
2. Understand the principles of maintaining records in accordance with organisational procedures	2.1 Describe the implications if clients' records are not stored correctly and securely 2.2 Explain what action you should take if you suspect that records have not been maintained or stored correctly
3. Understand boundaries with clients and healthcare professionals	3.1 Explain how to record consent gained from clients 3.2 Explain the importance, when communicating with professionals, of remaining: <ul style="list-style-type: none"> <li>• Concise</li> <li>• Clear</li> <li>• Factual</li> </ul> 3.3 Outline the importance of keeping records of communications sent to professionals

	3.4 Explain the implications if professional boundaries are not maintained with clients and healthcare professionals
4. Know how to <b>recognise and report unsafe practices</b>	4.1 Describe unsafe practices that may affect the wellbeing of clients 4.2 Explain the actions to take if unsafe practices have been identified 4.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

### Additional Information

#### Learning Outcome 1

**Communication** may be necessary with a range of other professionals including: Clients, carers, other healthcare professionals, team members

**Information** from clients may include:

Name (and correct spelling), address, contact telephone number, date of birth, medical history (checks to ensure medical history has been obtained and is present in file), next of kin. Information may also include any changes in condition or medication since the last visit that the client is willing to disclose.

#### Learning Outcome 4

**Recognise and report unsafe practices** should include:

- How to recognise unsafe practice
- Correct reporting policies and procedures
- Use of policies such as Whistleblowing and Complaints

### Assessment requirements specified by a sector or regulatory body (if appropriate)

### Details of the relationship of the unit and relevant national occupational standards

This unit maps to NHS England Standards for the Foot Health Workforce; Level 3 Foot Care Assistant; Clinical Domains:

1.1 Health check: Healthy patient

2.1 Nail care: Healthy patient

3.1 Dermatology: Healthy patient

4.1 Musculoskeletal health (MSK): Healthy patient

5.1 Wound management: Healthy patient

<b>Unit Title</b>	<b>Infection prevention and control for the Foot Care Assistant</b>
<b>Unit Number</b>	<b>J/651/9163</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>GLH</b>	<b>30</b>

### Unit Aim

This unit aims to give learners knowledge and skills to prevent and control infection. Learners will learn about the importance of infection prevention and control, how infection can be minimised, how to maintain hand hygiene, sterilisation and disinfection techniques and how to dispose of waste safely.

Learning outcome The learner will	Assessment criteria The learner can
1. Know how infection of the feet is caused	1.1 Explain the terms: <ul style="list-style-type: none"> <li>• Pathogenic</li> <li>• Non-pathogenic</li> <li>• Virus</li> <li>• Fungi</li> <li>• Parasites</li> </ul> 1.2 Describe the characteristics of: <ul style="list-style-type: none"> <li>• Commensals</li> <li>• Saprophytes</li> <li>• Parasites</li> </ul> 1.3 Describe the characteristics of bacteria 1.4 Name common foot conditions that can be caused by: <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Viruses</li> <li>• Fungi</li> <li>• Parasites</li> </ul>
2. Know how infection can spread	2.1 Describe the conditions that are required for the growth of microorganisms 2.2 Outline how microorganisms can enter the body 2.3 Explain the term cross contamination
3. Understand the principles of maintaining hygiene when administering foot health care	3.1 Explain industry and organisational requirements for: <ul style="list-style-type: none"> <li>• Maintaining personal standards of hygiene and personal appearance</li> <li>• The use of personal protective equipment</li> </ul>

4. Understand the processes for sterilisation and decontamination of foot health care instruments	4.1 Describe the process for <b>sterilisation</b> of instruments 4.2 Describe the process for <b>decontamination</b> of instruments
5. Understand the principles of waste disposal relating to foot health care treatments	5.1 Define the term 'hazardous waste' in relation to foot health care 5.2 Explain how to dispose of: <ul style="list-style-type: none"> <li>• Hazardous waste</li> <li>• Single-use items</li> <li>• General waste</li> </ul>

### Additional Information

#### Learning Outcome 4

**Sterilisation** and **decontamination** must include:

- Ultrasonic cleaning
- Autoclaving

And may include:

- Manual scrubbing

### Assessment requirements specified by a sector or regulatory body (if appropriate)

### Details of the relationship of the unit and relevant national occupational standards

This unit maps to NHS England Standards for the Foot Health Workforce; Level 3 Foot Care Assistant; Clinical Domains:

2.1 Nail care: Healthy patient

3.1 Dermatology: Healthy patient

5.1 Wound management: Healthy patient



<b>Unit Title</b>	<b>Support and assist with foot health care treatments and procedures</b>
<b>Unit Number</b>	<b>K/651/9164</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>GLH</b>	<b>30</b>

### Unit Aim

This is a practical unit that provides learners with the knowledge, understanding and skills relating to the safe, routine cutting, filing, and smoothing of nails using manual cutting and manual abrasion techniques.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to support practitioners with pre and post treatment tasks in clinical and non-clinical settings	1.1 Explain the organisation's processes for preparing <ul style="list-style-type: none"> <li>• The client</li> <li>• The work area</li> </ul> 1.2 Explain the importance of decontaminating and sterilising: <ul style="list-style-type: none"> <li>• Work surfaces</li> <li>• Equipment</li> </ul> 1.3 Demonstrate how to follow infection prevention and control procedures when preparing treatment areas, including: <ul style="list-style-type: none"> <li>• Work surfaces</li> <li>• Equipment</li> <li>• Instruments</li> <li>• Clinic areas including practice rooms, reception, store areas</li> <li>• Personal hygiene</li> </ul> 1.4 Check clients' records in readiness for treatment by a practitioner           1.5 Apply the correct personal protective equipment before assisting <b>practitioners</b> with treatment           1.6 Prepare equipment and products in readiness for treatment by a practitioner           1.7 <b>Dispose of waste</b> appropriately and safely after treatment by a practitioner in accordance with the <b>setting's</b> policy

<p>2. Be able to conduct initial reviews of clients' foot health</p>	<p>2.1 Complete initial reviews of clients' foot health and update records accordingly            2.2 Demonstrate how to check for a <b>pulse</b> in a client's foot and record findings            2.3 Make referrals to appropriate professionals when needed</p>
<p>3. Be able to perform safe nail cutting and manual filing techniques</p>	<p>3.1 Apply correct personal protective equipment before carrying out nail cutting and/or manual filing            3.2 Demonstrate safe nail cutting techniques            3.3 Demonstrate safe techniques for manual filing of nails            3.4 Demonstrate safe treatment space set-up with instruments in readiness for routine foot health care treatments            3.5 Dispose of waste from nail cutting and manual filing procedures safely            3.6 Leave the treatment areas clean and tidy for further use</p>
<p>4. Be able to support in the treatment of dermatological pathologies of the foot safely</p>	<p>4.1 Identify what support you can provide to the practitioner during a treatment            4.2 Encourage clients to ask questions regarding treatment</p>

**Additional Information**

**Learning Outcome 1**

**Practitioners** include:  
 Foot Health Practitioners, Podiatrists in domiciliary and clinical settings

**Dispose of waste** must include:  
 Disposal of paddings and dressings, correct and safe disposal of scalpel blades

**Setting** may include:  
**Clinical settings:** Foot health clinics, podiatry clinics, hospital wards, nursing home  
**Non-clinical settings:** Domiciliary settings, residential accommodation (not nursing).  
 Environments where clinical waste is not collected.

**Learning Outcome 2**

The process of checking for a **pulse** should include:  
 Dorsalis pedis, posterior tibial

**Please note this unit uses only manual abrasion techniques.**

**Assessment requirements specified by a sector or regulatory body (if appropriate)**

This is a practical unit and assessment must include direct observation of the learner.

**Details of the relationship of the unit and relevant national occupational standards**

This unit maps to NHS England Standards for the Foot Health Workforce; Level 3 Foot Care Assistant; Clinical Domains:

2.1 Nail care: Healthy patient

3.1 Dermatology: Healthy patient

# APPENDIX

# The Regulated Qualifications Framework (RQF)

## What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

## Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three 'Entry' levels.

## Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Credit Values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours.

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional

learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## **RQF Terminology**

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## **Rules of Combination (RoC)**

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding organisations.

## **Assessment Principles**

Learners must be registered with the Awarding Organisation before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Assessment of knowledge-based learning outcomes:

- May take place in or outside of a real work environment
- Must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- Must be robust, reliable, valid, and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.

Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

## Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

# Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence

## Version 5, September 2022

### 1. Introduction

- 1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 1.2 This document sets out principles and approaches to the assessment of regulated qualifications not already described by the qualifications regulators in England, Wales and Northern Ireland. This information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.
- 1.4 These principles apply to qualifications and the units therein that assess occupational competence.<sup>1</sup>
- 1.5 Throughout this document the term *unit* is used for simplicity but this can mean module or any other similar term.

### 2. Assessment Principles

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
- 2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in

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<sup>1</sup> These are qualifications which confirm competence in an occupational role to the standards required and/or confirm the ability to meet 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body

the Learning and Development National Occupational Standard 09 Assess learner achievement.

- 2.4 Competence based units **must** include direct observation<sup>2</sup> in the workplace as the primary source of evidence.  
In some instances, direct observation<sup>2</sup> may take place with the assessor being remote from the learner. This **must** be defined in the unit assessment strategy and **must** be agreed with Skills for Health.  
A risk assessment must be conducted and documented prior to the assessment commencing to ensure that the privacy, dignity or confidentiality of any individual will not be compromised by the use of remote technologies.
- 2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity.  
Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.
- 2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make these assessment decisions as defined in the unit assessment strategy.

### 3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.
- 3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality

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<sup>2</sup> Direct observation will typically involve the assessor being in the workplace with the learner.

assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

#### **4. Definitions**

##### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

##### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

##### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.

##### **4.4 Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

##### **4.5 Expert witness:**

An expert witness must:

- have a working knowledge of the qualification units on which their expertise is based;
- be occupationally competent in their area of expertise;
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.



# Occupational Competence Requirements

## Tutors, Assessors and Quality Assurance Staff

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)

### Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Qualified Teacher Status
- Relevant predecessor tutor qualifications, such as Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF), Certificate in Education in Post Compulsory Education (PCE) or L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

### Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement

Assessors holding historical qualifications such as unit A1, unit A2, or Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF), are required to demonstrate that they meet the same standards as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

## Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Internal Verifiers holding historical qualifications such as unit V1 – Conduct Internal Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

## External Quality Assurers

External Quality Assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

External verifiers holding historical qualifications such as unit V2 – Conduct External Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

## **Additional Information**

### **Centre Approval**

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems.

Email [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call 0117 314 2800.

### **Complaints**

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and Appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

## **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Use of Artificial Intelligence (AI) and referencing**

Learner submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the learner's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL, and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved, centres must adhere to the Centre Agreement and Information and Guidance for Centres.**





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