

10318 Level 3 Preparing to Teach in the Lifelong Learning Sector Award
10320 Level 4 Preparing to Teach in the Lifelong Learning Sector Award
10319 Level 3 Teaching in the Lifelong Learning Sector Certificate
10321 Level 4 Teaching in the Lifelong Learning Sector Certificate
10322 Level 5 Teaching in the Lifelong Learning Sector Diploma

2013/2014

All areas

7th September 2014

REPORT FOR PUBLICATION

1. The qualifications and standards

- **Structure and content**

1.

<p>Assessment Team:</p>	<p>Findings: Assessment teams are reported to be appropriately qualified and experienced. Staff undertake relevant qualifications as part of their development with some staff achieving teaching, assessor and quality assurance qualifications. For assessment teams already possessing the necessary qualifications it is reported that centres consistently undertake a range of appropriate CPD and no concerns or issues were raised with regards to assessment teams within centres. Reports commented on staff undertaking relevant CPD in preparing them for the delivery and assessment of the new Education and Training qualifications.</p>
<p>Resources:</p>	<p>Findings: Centres continue to delivery these qualifications via a range of approaches. Some courses are intensive and are delivered as a block whilst others are delivered over a period of time. Some centres continue to offer the</p>

	<p>qualifications either as a blended learning package or using a distance learning model. Some centres utilise e-portfolio systems such as Quals Direct and the NVQ e-portfolio system to name a couple. Centres continue to develop in their use of Virtual Learning Environments such as Blackboard and Moodle with some innovative and engaging activities introduced as part of the assessment process. Course material is also available through these facilities with some learners utilising apps on their mobiles to access them. Social media has been used by some centres and this has allowed learners to interact and progress through the programme outside the classroom. Video and telephone conferencing systems have been effectively used to support delivery and assessment with Skype and Webex being used more by centres. Other resources mentioned include Pressie Powerpoint and Google books. There are centres who still utilise resources on the LSIS Excellent Gateway. Some centres provide learners with all paperwork and resources on a memory stick and a copy of the Anne Gravells book is given to all students by some centres. A small number of centres are using turnitin to check for plagiarism.</p> <p>Although many centres have been commended on their use of a range of assessment methods, including professional discussion other centres were recommended to use professional discussion and the recording of it as a resource to enhance the assessment process.</p> <p>No health and safety issues were identified and all centres have access to appropriately well-resourced training rooms.</p>
<p>Candidate Support:</p>	<p>Findings:</p> <p>Overall, centres have been commended on their effective use of a range of assessment methods with only a few centres obtaining recommendations to consider embracing a wider variety of assessment methods. This recommendation was to allow the demonstration of good practice by exposing learners to a range of delivery and assessment methods as part of their learning and reflective practice. A positive that appeared regularly within reports is that centres were effectively making the links between theory and practice within the learners' understanding and assessment and were using a holistic approach to assessment with effective cross referencing of evidence across units. The recruitment and induction process within most centres was recognised as being effective. Centres ranged in the type and level of initial assessment that learners undertook and there was only an odd centre where this process was insufficient to identify specific support needs or the suitability of learners. Some centres have acted on previous feedback from EQAs and are now effectively monitoring learners grammar, punctuation and spelling as part of the assessment process. This has been identified as not happening in some centres and has been set as a</p>

	<p>recommendation within a few reports this year.</p> <p>Overall feedback from assessors has been good with annotated comments on learner's work and a detailed summary to include what criteria has been met and developmental feedback included. A minor number of centres had inconsistencies in the detail and accuracy of feedback given across the assessment team. One centre uses colour coding within their feedback where green indicates a pass, amber highlights that the work is nearly there and red informs the learner that there is still work to do. This visual system was received well by learners. Reports specify that the individual needs for learners with hearing impairments, visual impairments and dyslexia have been appropriately met by centres.</p> <p>Many centres make provision for tutorials within the timetabling of their course structure but it was reported that support for learners was readily available beyond this with the assessment team being accessible via e-mail and telephone. The majority of centres provided good support for their learners.</p> <p>Centres have developed a range of course handbooks which vary in depth and content but are informative with all providing the minimum amount of information required by the learner.</p> <p>Unit certification was not withheld at any point where it was applicable.</p>
<p>Assessment and Verification:</p>	<p>Findings:</p> <p>Assessment and IQA practices have been generally reported on as good with ongoing formative and summative assessment taking place and sampling of portfolios by the IQA taking place at various stages as opposed to just at the end. One centre was advised of the need for the IQA to sample across all units rather than focussing on specific ones. Another centre was advised of the need to undertake interim IQA sampling and the observation and feedback of the PTTLS micro teach was a suggestion for this. Some centres needed to be reminded to ensure that assessors were observed and candidates interviewed as part of the IQA process. One centre records IQA feedback to assessors which was identified as being very positive as it allowed for a dialogue to take place.</p> <p>A minor number of centres were offered advice about referencing evidence in order to ensure a clear audit trail was available to capture how each assessment criteria had been covered.</p> <p>An odd centre was reminded of the need to supplement evidence such as policies and procedures with evidence to demonstrate the learner's competence and where such evidence was used to signpost it 'in situ' rather than including it in the portfolio.</p> <p>Centres engage in regular communication, either formally or informally. There was a need for some centres to record this in a more structured way, especially where centres engaged in more informal processes as a way of</p>

	communicating. No issues were raised where feedback from the EQA had not been disseminated and acted upon and centres actively engaged in some form of standardisation
Management Systems and Records:	Findings: When reported on, all centres were supported by their senior management and often they formed part of the assessment team. All information requested prior to and during EQA visits was available. Centres have the relevant policies and procedures in place and these are reviewed when required. Centres have kept OCR informed of any staff changes and apart from one centre, there are no reported issues with communication between OCR and centres. Centres are reported to confidently raise any concerns or queries with OCR or their EQA. Centres evaluate their programmes via various means and use feedback to improve on their provision. All staff within centres are aware of their roles and responsibilities and have sufficient time to undertake their roles.

Assessment Summary:	Findings: Actions within reports this year were minimal and in the main only resulted in a level 1 sanction. Recommendations were often about improving things rather than suggesting the need to implement something that was missing. Common recommendations were around increasing the range of assessment methods available and correcting spelling, punctuation and grammar within learner's work. Other recommendations were generally around improvements to paperwork and recording systems.
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2. Sector Developments

As Chief Verifier you are the technical expert for your sector and we rely on you to pass that expertise on to OCR. Describe any developments that you are aware of within your sector, which may impact on current and future qualifications and related activities.

OCR is currently reviewing its offer and hope to announce our replacement teaching qualification suite to centres in the near future. Registration is still available for the existing suite i.e. PTLLS/CTLLS/DTLLS until 31 December 2015 however this version is not SFA fundable.