



Chief Verifier Report

**Level 4 certificate for Adult Literacy Subject Specialists.
03432**

**Level 3 Certificate for Adult Literacy Support.
03430**

**Level 4 Certificate for Adult Numeracy Subject Specialists
03433**

**Level 3 Certificate for Adult Numeracy Support
03431**

**Additional Diploma in Teaching in the Lifelong Learning
Sector**

Literacy	06944
Numeracy	06946

**Fully Integrated Diploma in Teaching in the Lifelong Learning
Sector**

Literacy	06943
Numeracy	06945

REPORT FOR PUBLICATION

This report has been designed around the structure of the new External Verifier Report Form. Please identify under each section a summary of the key issues which have arisen during the year within each of these categories.

1. The qualifications and standards

- Structure and content

Assessment Team:	Findings: <ul style="list-style-type: none">• All EVs report staff are competent and well qualified to deliver these qualifications. More and more staff delivering have obtained the level 4 subject specialist certificate in literacy, numeracy or both.• The assessment team will often include an ESOL specialist who contributes to the linguistic elements of the units in the level 4 certificate.• A sanction was applied against a centre which was deemed to have no qualified internal verifiers and previous agreed corrective measures had not been implemented. This sanction was at level 3. A level 1 sanction was also applied to a centre for poor recording of sampling of assignments by the internal verifier. Appropriate actions were agreed and recorded.• It was noted that if the delivery and assessment team is small it could be too dependent on one person.
Resources:	Findings: <ul style="list-style-type: none">• Accommodation is reported generally as suitable for running the course and in many cases excellent. Weaknesses occur when courses are run in satellite centres.• Resources are excellent and centres use the internet more and more but also update their paper based stock• Time given for assessment and internal verification varies between centres but is generally satisfactory• Many centres now use a virtual learning environment such as "Blackboard" to post in-house resources and relevant hyperlinks.• In-house resources are now of a high standard and there should be scope to use many of those developed when running the level 5 additional or integrated diplomas.• All centres comply with the required Health and safety acts.• CPD is usually identified by appraisal and can be

	<p>either internal or external. Support from senior management to attend external events is however patchy.</p> <ul style="list-style-type: none"> • The launch of the OCR website www.lifelonglearning.ocr.org.uk/ has been well received in its role of informing and updating centres on new qualifications available for teachers in the Lifelong Learning Sector
Candidate Support:	<p>Findings:</p> <ul style="list-style-type: none"> • More use is now made of email and the virtual learning environment in supporting candidates. Some centres make delivery sessions and handouts available electronically so candidates can catch up on missed session in their own time. • All centres now have a comprehensive handbook for candidates which includes all relevant institutional procedures and a timetable for delivery and handing in of assignments. • Candidates interviewed were all appreciative of the support received by tutors and the chance to network with colleagues in delivery sessions. The face to face contact was viewed as vital. • Support was given formally through tutorials and also informally as required. Many centres allocated a time at the end of the delivery sessions for discussion and individual support. Some centres offered support through workshops and have reported this approach successful if well structured and could be useful in assignment preparation. • All candidates were assessed and needs identified. Appropriate help with literacy or numeracy was made available. • In some cases candidates were tardy in handing in assignments. Centres gave strict deadlines and often asked the EV to speak to the candidates to emphasise work would only be moderated twice a year. • In many cases candidates were eager to meet the EV and enjoyed discussion about the course and getting individual feedback on their portfolio. • The EV reports reviewed emphasise the professionalism and dedication of the staff delivering these courses.
Assessment and Verification:	<p>Findings:</p> <ul style="list-style-type: none"> • In all but one instance the internal verification and delivery team were qualified and experienced. Roles were clearly defined. The one non-compliance resulted in a sanction level 3. • Sampling by the internal verifier is carried out throughout the year or at the end of the course. If carried out at the end this is not satisfactory as it does not give sufficient time for feedback to the assessor and any remedial action deemed

	<p>necessary to be taken by the candidate.</p> <ul style="list-style-type: none"> • In some cases centres undertake peer observations of colleagues assessing oral presentations or teaching sessions. This has proved very successful in maintaining standards and disseminating good practice • Centres are to be congratulated on their speedy marking of assignments and feedback to candidates. • Generally the audit trail between the internal verifier , assessor and candidate is clear it is good practice if the verifier can see all submissions of an assignment with appropriate comments by the assessor and not just a final submission • Centres have again commented on the quality of the comprehensive feedback given by moderators of externally marked assignments on the form NQF6. This feedback is given for all candidates work submitted
<p>Management Systems and Records:</p>	<p>Findings:</p> <ul style="list-style-type: none"> • Centres are reminded to be rigorous in recording team meetings formally for the course team file. In some instances this was informal and not recorded because of the small size of the team. • Portfolios were much better organised this year and centres are to be commended on the quality of the work presented. • Observation and assessment records are generally comprehensive and in depth. Just ticking boxes or writing one word is not acceptable as this does not promote self reflection and continuous improvement. • One centre produced a tracking document which was kept centrally and also in the candidate's portfolio. This allowed the candidate an immediate overview of progress towards completion • Centres in the main, present a clear tracking document to indicate which assignments presented have been internally verified. One centre designed a form which allowed a comment to be made by the external verifier to be made to the candidates. • All centres had their course monitored as part of the Quality Assurance Process. This was deemed most successful when a review was done regularly so the recommendations could be implemented and senior management involved throughout the duration of the course.

Assessment Summary:	<p>Findings:</p> <p>Centres have continued to present a high standard of candidates' work. Resources are continually being developed and are focused more on the use of information technology. Record keeping has improved and there is much more clarity of audit trails. Approaches to delivery are in many cases innovative and impact favourably on course design.</p> <p>As centres now prepare to offer the new level 5 Additional Diplomas for Literacy and Numeracy and the Integrated Diploma they can be assured of the continued support of the OCR team to maintain the now established high standards.</p>
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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.

The Additional Diploma in Teaching English (Literacy) and the Additional Diploma in Teaching Mathematics (Numeracy) have now replaced the Certificate for Adult Literacy Subject Specialists and the Certificate for Adult Numeracy Subject Specialists. The last registration for these was 31/08/2007 and the last certification date is 31/08/2010. Full information about the new qualifications can be found on the OCR dedicated website; www.lifelonglearning.ocr.org.uk

Candidates who have achieved, or who are working towards, the existing level 4 subject qualifications will not be required to achieve the new qualifications as their achievements will be recognised on the Tariff of Legacy Qualifications (www.lluk.org/svuk).

The additional diplomas are aimed at skills for life teachers who have a teaching qualification but not a subject specific one. Whereas the fully integrated diplomas are aimed at teachers who do not have an initial teaching qualification but intend to fulfil the full teaching role within the Skills for Life Sector. All these qualifications relate to the post 16 sector and are accredited in the Qualification Credit framework.

As LLUK have not developed a new qualification to replace the current Level 3 Adult Literacy Support and Adult Numeracy Support the QCA have extended the last date of registration until 31/03/2009 and certification until 31/03/2012. OCR is working with LLUK to develop a replacement qualification and updates will be available on the OCR website.

Universities have already begun to offer the new level 5 qualification as have some centres but it is expected that the largest cohort will commence in September 2008 and Jan 2009.

It is also envisaged that centres may well pick certain units from the range on offer to complete as part of the required 30 hours continual professional development.

Information about the range of new professional generic teaching qualifications including PTTLs, CTTLS, and DTTLS is available on OCR's website (www.lifelonglearning.ocr.org.uk www.lluk.org.uk) and the LLUK website (www.lluk.org)