

# Teaching in the Lifelong Learning Sector

Level 5 Diploma in Teaching in the Lifelong Learning Sector

Entry code 10322

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# 1 Qualification overview

<b>Title</b>	OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector			
<b>OCR entry code</b>	10322	<b>Qualification Number (QN)</b>	600/6248/4	
<b>Age group approved</b>	Pre-16	16-18	18+	19+
				✓
<b>This qualification is suitable for</b>	Those who wish to enter the field of teaching in the Lifelong Learning Sector as a Full Teacher as defined by the Sector Skills Council.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	To achieve this qualification, candidates must achieve a total of 120 credits.			
<b>Structure and options</b>	3 mandatory units		36 credits	
	Minimum credit from Group B		3 credits	
	Minimum credit from Group C or Group D If Group C is chosen, then 3 credits must come from Subgroup C1 and 3 credits from Subgroup C2		6 credits	
	Minimum credit from optional Group E		3 credits	
	Minimum credit from optional Group F		3 credits	
	Minimum credit from optional Group G		3 credits	
	Minimum credit from optional Group H		3 credits	
	Minimum credit from optional Group I		3 credits	
	Minimum credit from optional Group J		12 credits	
	Minimum credit from optional Group K		12 credits	
	Minimum credit from optional Group L		36 credits	

	Minimum credit to be achieved at level 5 or above	63 credits
	Maximum credit at level 3 permitted	12 credits
<b>Assessment model</b>	This qualification is internally assessed by centre assessors and quality assurance personnel and externally verified by OCR.	
<b>Last date to enter candidates*</b>	29/02/2016	

\*This is the last date that centres can enter candidates for this qualification. OCR will inform centres of any change to this date. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current information.

## 2 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification.

<b>OCR entry code</b>	<b>Title</b>	<b>Qualification Number</b>
<b>10322</b>	<b>OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector</b>	<b>600/6248/4</b>

The units and any supporting documentation for these qualifications can be found on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

The information provided in this handbook is correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpage for details regarding updates.

It is important that centre staff involved in the delivery of the above have access to and understand the requirements laid down in this handbook.

The awarding body for this qualification is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

### 2.1 Funding

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This qualification is regulated in the Qualifications and Credit Framework and are eligible for funding.

For further details regarding approval and funding eligibility please refer to the following websites:

- Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England
- LARA – Learning Aim Reference Application <https://www.gov.uk/government/publications/lara-learning-aim-reference-application> for information on funding rates for qualifications in England.
- DAQW – Database of Approved Qualifications [www.daqw.org.uk/](http://www.daqw.org.uk/) for public funding in Wales
- Department for Employment and Learning [www.delni.gov.uk](http://www.delni.gov.uk) or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

The QCF Qualifications Number (QN) should be used by centres when they wish to seek public funding for their candidates. Each unit within a qualification will also have a QCF unit code.

If you have any queries regarding funding for this qualification please contact OCR by email at [funding@ocr.org.uk](mailto:funding@ocr.org.uk).

## 2.2 Guided learning hours

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Each unit is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for supervised or directed study time and assessment. Information on unit glh is given in Qualification structures and entry requirements.

## 2.3 Performance figures

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For information on this qualification's contribution to performance measurement please see Ofqual's Register of Regulated Qualifications <http://register.ofqual.gov.uk/>.

## 2.4 Unique Learner Number (ULN)

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It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for this qualification. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications* available to download from <http://www.ocr.org.uk/i-want-to/admin-guides/>

## 2.5 Supporting OCR candidates

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Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections Qualification structures and entry requirements and Assessment.

# 3 Qualification structures and entry requirements

## 3.1 About this qualification

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This qualification:

- is high quality and nationally recognised
- is vocationally-related
- is credit-based
- support achievement of Functional Skills
- is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector
- is regulated in the Qualifications and Credit Framework (QCF)
- appears on the Register of Regulated Qualifications <http://register.ofqual.gov.uk/>
- is supported by the Learning and Skills Improvement Service (LSIS)

It provides valuable opportunities for candidates to:

- develop skills
- gain underpinning knowledge and understanding
- continue professional development.

## 3.2 Qualification aims/objectives

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This qualification aims to:

- Develop an understanding of the role and responsibilities of a teacher in lifelong learning
- Develop an understanding of learners' needs
- Develop abilities to prepare resources for learning and development
- Develop abilities to work with others in supporting learners
- Develop an understanding of the principles and practices of assessment
- Develop abilities to deliver learning programmes
- Develop commitment to professional values and the ability to conform to professional codes of practice



### 3.3 Entry requirements

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All trainee teachers joining a programme for this qualification should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them.

There are no other nationally agreed entry requirements.

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as candidates for one of these qualifications.

### 3.4 Recognition of Prior Learning

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Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that, it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills; it does not mean the learner is exempt from the assessment.

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before OCR will quality assure and authorise certification.

### 3.5 Progression and sequence of delivery

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Teaching qualifications for the FE sector were reviewed and updated as an integrated suite, with changes in one qualification being reflected in others. Teachers in a full teaching role should enrol on this diploma qualification or a recognised equivalent. If they wish to take a PTLLS award as a first step, the content of these programmes is included in the diploma programme and can be recognised. If a trainee holds a CTLLS qualification the content of these programmes is also included in the diploma programme and can be recognised.

OCR requires the DTLLS qualification to be delivered in two parts of approximately sixty credits each. The mandatory and restricted optional units are assigned to one of the parts and must not be delivered in the other. The PTLLS and CTLLS elements are in Part 1. Sequencing delivery into two parts supports those wishing to move to another programme at a mid point, providing them with a clear entry point to Part 2.

OCR requires the units included in the PTLLS awards to be delivered before other units in these certificate qualifications. This will allow those who have achieved a PTLLS Award to join the CTLLS programme at an appropriate point. The units to be delivered first are specified for each qualification in the relevant section below.

Any of the following units selected from the DTLLS Rules of Combination must be delivered at the beginning of the programme:

- Roles, responsibilities and relationships in lifelong learning (Level 3 or Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 or Level 4)
- Using inclusive learning and teaching approaches in lifelong learning (Level 3 or Level 4)
- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Principles of assessment in lifelong learning (Level 3 or Level 4)
- Understanding the principles and practices of assessment (Level 3)

This will support trainees to achieve the PTLLS requirement within their first year of training and will allow those holding a PTLLS award to join a DTLLS programme at an identified point.

Any of the following units selected from the DTLLS Rules of Combination must be delivered next:

- Delivering lifelong learning (Level 3 or Level 4)
- Assessing learners in lifelong learning (Level 3 or Level 4)
- Planning to meet the needs of learners (Level 3 or Level 4)
- Using resources for lifelong learning (Level 3 or Level 4)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)
- Assess vocational skills, knowledge and understanding (Level 3)

This will allow those holding a CTLLS qualification to join a DTLLS programme at an identified point.

Trainee teachers may join a diploma qualification programme already holding a PTLLS Award. OCR recognises the six (6) and twelve (12) credit PTLLS qualifications as meeting the same requirements. Therefore Recognition of Prior Learning will apply to the fullest extent between the two versions of the qualification when learners progress to DTLLS. This will also apply to progression to DTLLS. Learners will not be required to present new evidence during this process.

The mandatory and restricted optional credit in the Certificate qualifications (24 credits) can be used towards achievement of the DTLLS qualification. OCR requires DTLLS programmes to deliver the content of these CTLLS units in sequence after PTLLS. This will allow those who have achieved a CTLLS Certificate to join the DTLLS programme at an appropriate point.

For qualifications developed in the QCF the twelve open optional credits from CTLLS will additionally contribute to the achievement of DTLLS.

Achievement of the Diploma in Teaching in the Lifelong Learning Sector permits a maximum of twelve (12) credits at Level 3. Those trainee teachers undertaking PTLLS and CTLLS qualifications should be made aware of this when deciding which level of qualification to undertake.

## 3.6 Units of assessment

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The rules of combination for this qualification are based on units of three different kinds. The qualification enables credits to be achieved through one or more of the following kinds of unit: mandatory units, restricted optional units and open optional units.

### **Mandatory units**

As the QCF term implies, these are units that must be completed in order for the qualification to be achieved. There are far fewer mandatory units in the updated qualification compared to the diploma qualifications introduced in 2007. Reducing the number of mandatory units, and the proportion of credits that must be achieved through these units, opens up the opportunity to recognise a far wider range of achievements through optional units relevant to a wide range of employment roles.

### **Restricted optional units**

'Restricted' and 'open' are terms used to draw a distinction between the ways that optional units are used in these qualifications. In the rules of combination optional units are grouped. Choice in some of the groups is limited to ensure that required content is covered while still allowing a degree of flexibility in the choice of units for part of a qualification. In particular, restricted optional units are used to provide the opportunity to take units from Learning and Development qualifications. Restricted options therefore encourage movement between different teaching activity and context within the sector, while ensuring that essential skills and knowledge are covered within each qualification.

### **Open optional units**

In addition to the restricted options, the qualifications also offer the opportunity to achieve credits through 'open' groups of optional units. As the term implies, these groups of units offer a wide range of opportunities for specialist or 'niche' skills and knowledge to be recognised within a qualification. They are used to recognise achievements within the qualifications that go beyond the essential requirements of a qualification but enhance professional expertise in a particular area. There is one group of open optional units in this diploma qualification – Group L.

The open optional group contain units developed specifically for these diploma qualifications in 2007. Units are also included that have been developed for other qualifications, including those for learning and development. These are considered appropriate for the many related roles undertaken by teachers - particularly in work based learning (WBL) and adult and community learning (ACL).

## 3.7 Qualification structure and rules of combination

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If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units and credit achieved.

The rules of combination for the qualification specify the:

- minimum credit/total credit value to be achieved
- mandatory unit credit
- minimum credit to be achieved at the level of the qualification
- optional unit credit

When combining units for these qualifications, it is the centre's responsibility to ensure the rules of combination, shown below, are followed:

### 3.7.1 Table of units for OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector

The following table contains the groups of mandatory and optional units. The units are available to download from the OCR website.

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
<b>Group A</b>						
<b>Mandatory Units</b>						
<b>1</b>		Continuing personal and professional development	D/503/4921	12	5	30
<b>2</b>		Curriculum development for inclusive practice	K/503/4923	12	5	30
<b>3</b>		Wider professional practice	J/503/4928	12	5	30
<b>Group B</b>						
<b>4</b>		Roles, responsibilities and relationships in lifelong learning	M/503/1229	3	3	12
<b>5</b>		Roles, responsibilities and relationships in lifelong learning	M/503/1232	3	4	12
<b>Group C</b>						
<b>Subgroup C1</b>						
<b>6</b>		Understanding inclusive learning and teaching in lifelong learning	F/503/1235	3	4	12
<b>7</b>		Understanding inclusive learning and teaching in lifelong learning	T/503/1233	3	3	12
<b>Subgroup C2</b>						
<b>8</b>		Using inclusive learning and teaching approaches in lifelong learning	R/503/1238	3	4	12
<b>9</b>		Using inclusive learning and teaching approaches in lifelong learning	Y/503/1242	3	3	12
<b>Group D</b>						
<b>10</b>		Facilitate learning and development in groups	F/502/9548	6	3	25
<b>11</b>		Facilitate learning and development for individuals	J/502/9549	6	3	25
<b>12</b>		Manage learning and development in groups	A/502/9550	6	4	30
<b>Group E</b>						
<b>13</b>		Principles of assessment in lifelong learning	R/503/1241	3	4	12

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
14		Principles of assessment in lifelong learning	Y/503/1239	3	3	12
15		Understanding the principles and practices of assessment	D/601/5313	3	3	24
Group F						
16		Delivering lifelong learning	M/503/4907	3	3	15
17		Delivering lifelong learning	T/503/4908	3	4	15
Group G						
18		Assessing learners in lifelong learning	D/503/4904	3	3	15
19		Assessing learners in lifelong learning	H/503/4905	3	4	15
20		Assess vocational skills, knowledge and understanding	F/601/5319	6	3	30
Group H						
21		Planning to meet the needs of learners	A/503/4912	3	4	15
22		Planning to meet the needs of learners	T/503/4911	3	3	15
23		Identify individual learning and development needs	K/502/9544	3	3	30
Group I						
24		Using resources for lifelong learning	Y/503/4917	3	3	15
25		Using resources for lifelong learning	D/503/4918	3	4	15
26		Develop and prepare resources for learning and development	A/502/9547	6	4	25
Group J						
27		Enabling learning through assessment	A/503/4926	12	5	30
28		Enabling learning through assessment	T/503/4925	12	4	30
Group K						
29		Applying theories and principles for planning and enabling inclusive learning and teaching	F/503/4944	12	4	30
30		Applying theories and principles for planning and enabling learning	Y/503/4920	12	5	30

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Group L						
31		Assess occupational competence in the work environment	H/601/5314	6	3	30
32		Understanding the principles and practices of internally assuring the quality of assessment	T/601/5320	6	4	45
33		Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	K/503/5473	6	3	30
34		The coaching and mentoring roles	M/503/5507	6	3	30
35		The coaching and mentoring roles	T/503/5508	6	4	30
36		Develop learning and development programmes	M/502/9545	6	4	30
37		Developing, using and organising resources within the lifelong learning sector	D/503/5390	15	4	50
38		Developing, using and organising resources within the lifelong learning sector	H/503/5391	15	5	50
39		Engage learners in the learning and development process	F/502/9551	6	3	30
40		Engage with employers to develop and support learning provision	Y/502/9555	6	3	25
41		Engage with employers to facilitate workforce development	D/502/9556	6	4	30
42		ESOL and the learners	A/503/5011	15	5	40
43		ESOL theories and frameworks	J/503/5013	15	5	40
44		Improving numeracy knowledge, understanding and practice	L/503/5014	15	5	40
45		Internally assure the quality of assessment	A/601/5321	6	4	45
46		Literacy and the learners	D/503/5017	15	5	40
47		Literacy theories and frameworks	D/503/5020	15	5	40
48		Numeracy and the learners	H/503/5021	15	5	40
49		Equality and diversity	R/503/5788	6	3	25
50		Equality and diversity	Y/503/5789	6	4	25
51		Evaluating learning programmes	L/503/5790	3	4	15

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
52		Identify the learning needs of organisations	H/502/9543	6	4	30
53		Working with the 14-16 age range in the learning environment	J/503/7215	9	4	30
54		Working with the 14-19 age range in the learning environment	L/503/7216	15	5	50
55		Delivering employability skills	F/504/0226	6	5	20

### 3.7.2 Rules of combination for OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector

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To achieve this qualification a candidate must achieve the following:

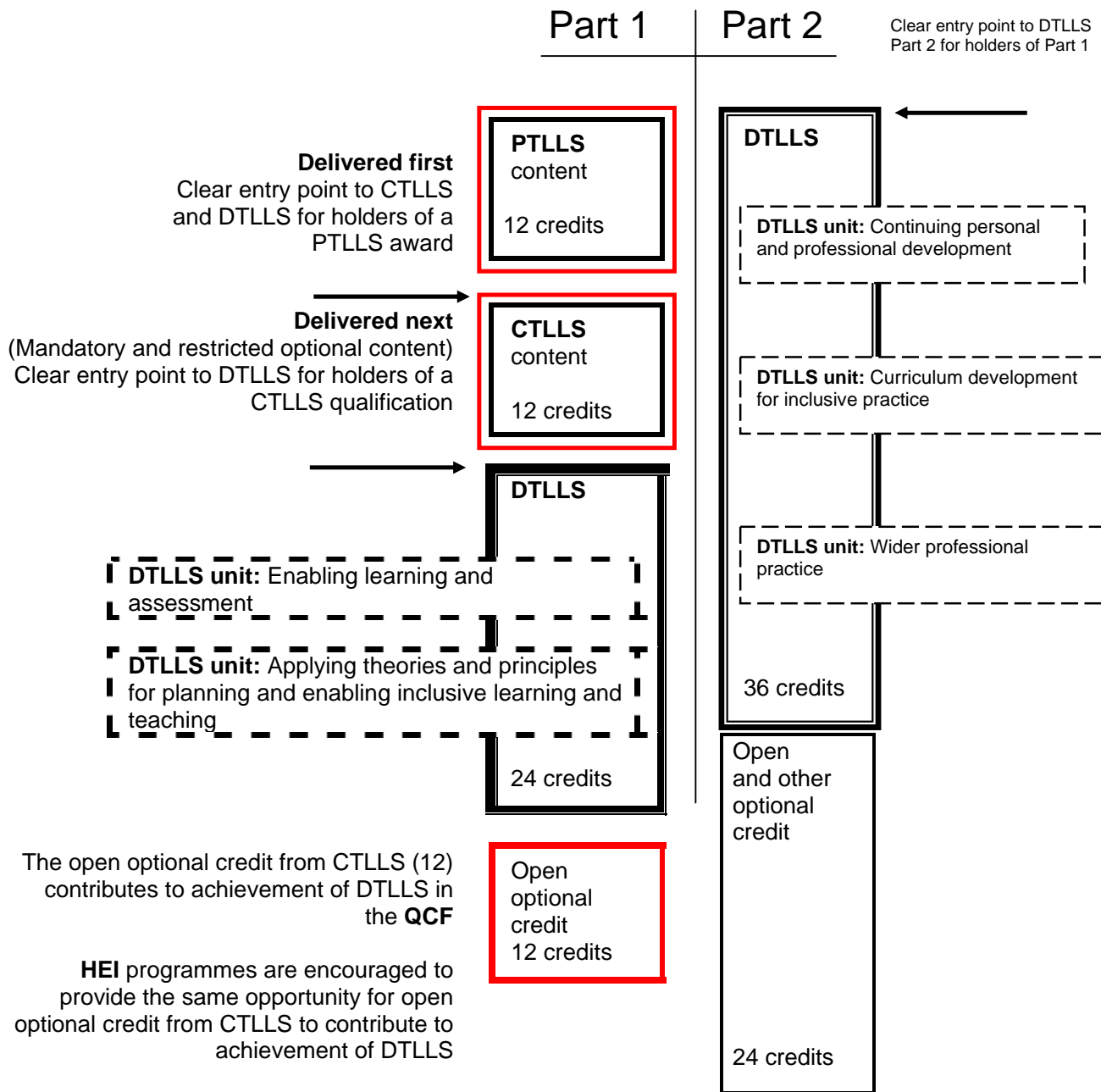
A minimum overall credit of	120
Minimum credit to be achieved at level 5 or above	63
Maximum credit at level 3 permitted	12
Credit from mandatory Group A	36
Minimum credit from Group B	3
Minimum credit from Group C or Group D If Group C is chosen, then 3 credits must come from Subgroup C1 and 3 credits from Subgroup C2	6
Minimum credit from Group E	3
Minimum credit from Group F	3
Minimum credit from Group G	3
Minimum credit from Group H	3
Minimum credit from Group I	3
Minimum credit from Group J	12
Minimum credit from Group K	12

Minimum credit from Group L	36
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There are no barred combinations, equivalencies or exemptions for this qualification.



### 3.7.3 Credit transfer and recognition



## 4 Centre assessor and quality assurance personnel requirements

### 4.1 Assessment centre requirements

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The occupational expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and quality assurance is of paramount importance.

The assessment centre must:

- ensure there are sufficient trained or qualified personnel to assess the number of candidates they anticipate enrolling for the course/qualification
- ensure there are sufficient trained or qualified personnel to internally quality assure for the number of candidates and assessors
- put systems and internal quality assurance personnel in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for centre personnel taking part in assessment
- ensure there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification
- ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

### 4.2 Centre Assessors

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All those who assess these qualifications must:

- Already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Hold one of the following qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment *or*
  - the Level 3 Certificate in Assessing Vocational Achievement, *or*

- A1 Assess candidate performance using a range of methods, *or*
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- Show current evidence of continuing professional development in assessment and quality assurance

There are additional requirements for those who assess the following units:

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 3)
- Manage learning and development in groups (Level 4)

They must:

- Have up-to-date working knowledge and experience of best practice in Learning and Development
- Be occupationally competent in the units they are assessing
- Hold one of the following qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment *or*
  - the Level 3 Certificate in Assessing Vocational Achievement, *or*
  - A1 Assess candidate performance using a range of methods, *or*
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- Show current evidence of continuing professional development in assessment and learning and development

### 4.3 Internal quality assurance personnel (IQA)

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All those who quality assure these qualifications internally must:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Hold one of the following qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment *or*
  - the Level 3 Certificate in Assessing Vocational Achievement, *or*
  - A1 Assess candidate performance using a range of methods, *or*
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

- Hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - 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, *or*
  - V1 Conduct internal quality assurance of the assessment process *or*
  - D34 Internally verify the assessment process
  
- Show current evidence of continuing professional development in assessment and quality assurance

# 5 Teaching practice requirements

## 5.1 Contexts for Teaching Practice – OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector

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### 5.1.1 Practice hours

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There is a requirement for a minimum of 100 hours of practice. There is a requirement to evidence working with groups of learners to achieve these qualifications though parts of the qualification allow for working solely with individuals. There are particular requirements for certain units in these qualifications. These requirements are detailed below.

#### **Using practice from literacy, numeracy and ESOL teaching qualifications**

Holders of a recognised qualification for teaching literacy, numeracy and ESOL may use a maximum fifty (50) hours practice from one of those qualifications towards the hundred (100) required for the achievement of this qualification.

Any appropriate location for practice will allow a trainee teacher to meet the requirements of the standards. OCR recognises that initial teacher training remains an important first stage of engagement with the professional standards and preparation for a career practising in the sector. The practice component itself is a vital component of high quality initial training. Breadth in practice is a term used to denote several aspects of training:

- The number of teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a variety of learners
- Teaching individuals and groups
- Experience of non-teaching roles
- Gaining subject specialist knowledge through workplace mentoring

For the following units there is **no** requirement to undertake practice:

- Roles, responsibilities and relationships in lifelong learning (Level 3 and Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)

For the following unit there is **no** requirement to undertake practice other than as microteaching for assessment purposes:

- Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

This will allow candidates to start on programmes and achieve units without a practical teaching element.

The following units require candidates to undertake practice. This can be with individual learners, groups of learners or a combination of both.

- Delivering lifelong learning (Level 3 and 4)
- Assessing learners in lifelong learning (Level 3 and 4)
- Planning to meet the needs of learners (Level 3 and 4)
- Using resources for lifelong learning (Level 3 and 4)

There is no requirement for trainee teachers to work with groups when undertaking this part of the programme. Some trainees may be working solely with individuals. However, a programme may also provide support and preparation for working with groups when appropriate.

The following units require candidates to undertake practice. This must include working with groups of learners.

- Enabling learning through assessment (Level 4 and 5)
- Applying theories and principles for planning and enabling inclusive learning and teaching (Level 4 and 5)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (Level 5)
- Wider professional practice (Level 5)

### 5.1.2 Practice in a teaching and learning environment

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The following units require candidates to undertake practice in a teaching and learning environment. This can be with individual learners, groups of learners or a combination of both:

- Delivering lifelong learning (level 3 and level 4)
- Assessing learners in lifelong learning (level 3 and level 4)
- Planning to meet the needs of learners (level 3 and level 4)
- Using resources for lifelong learning (level 3 and level 4)

Note: where trainee teachers are working solely with individuals a programme may also include support and preparation for working with groups when appropriate.

### 5.1.3 Practice in a work environment

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The following units require candidates to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners.

- Facilitate learning and development for individuals (level 3)
- Facilitate learning and development in groups (level 3)
- Manage learning and development in groups (Level 4)
- Identify the learning needs of individuals (Level 3)
- Assess vocational skills, knowledge and understanding (level 3)
- Develop and prepare learning and development resources (level 4)

- Develop learning and development programmes (level 4)
- Engage learners in the learning and development process (level 3)
- Engage with employers to develop and support learning provision (level 4)
- Engage with employers to facilitate workforce development (Level 4)
- Identify the learning needs of organisations (level 4)
- Internally assure the quality of assessment (level 4)

#### 5.1.4 Observed and assessed practice

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There must be a minimum of 8 observations totalling a minimum of 8 hours. (This excludes any observed practice completed as part of a PTLLS award). Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. Observations can be formative and summative.

All those observing and assessing practice should have:

- Appropriate qualifications and experience to do so
- Access to appropriate guidance and support
- On-going participation in related programme quality assurance processes

#### **Using assessments from literacy, numeracy and ESOL teaching qualifications**

- Holders of a recognised qualification for teaching literacy, numeracy and ESOL may count two (2) observations from one of those qualifications towards the eight (8) required for this qualification.
- For the concurrent route – where teams jointly plan and quality assure generic and subject specific programmes, two (2) observations from the subject specific qualification may count towards the eight required for this qualification.
- Where a trainee undertakes a literacy, numeracy and ESOL qualification separately from a generic teaching qualification **no** observations may contribute to the achievement of this qualification.

There are particular assessment requirements for certain units and these are detailed below.

For the following units there is **no** requirement to observe and assess practice in a teaching and learning environment. This will allow candidates to start on programmes and achieve units without a practical teaching element.

- Roles, responsibilities and relationships in Lifelong Learning (Level 3 and Level 4)
- Understanding inclusive learning and teaching in lifelong learning (Level 3 and Level 4)
- Principles of assessment in lifelong learning (Level 3 and Level 4)
- Understanding the principles and practices of assessment (Level 3)

If no observation and assessment of practice is considered appropriate for a particular cohort undertaking these particular units then candidates should be involved in at least one hour of microteaching for the following units:

- Using inclusive learning and teaching approaches in lifelong learning (Level 3 and Level 4)

Each candidate must deliver at least one 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

The following units require the practice of candidates to be observed and assessed in a teaching and learning environment. Observations can be formative and summative:

- Delivering lifelong learning (Level 3 and Level 4)
- Assessing learners in lifelong learning (level 3 and Level 4)
- Planning to meet the needs of learners (level 3 and Level 4)
- Using resources for lifelong learning (level 3 and Level 4)
- Enabling learning through assessment (Level 4 and Level 5)
- Applying theories and principles for planning and enabling inclusive learning and teaching (Level 4 and Level 5)
- Continuing personal and professional development (Level 5)
- Curriculum development for inclusive practice (Level 5)
- Wider professional practice (Level 5)

The following units assess occupational competence and require candidates to be assessed in a work environment. Practice assessed should be in the appropriate context – either with individual learners or groups of learners.

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)
- Manage learning and development in groups (Level 4)
- Identify individual learning and development needs (Level 3)
- Develop and prepare learning and development resources (Level 4)

### **Units for assessing and assuring the quality of assessment**

Many of the units in this suite of qualifications are available in the Level 5 Diploma in Teaching in the Lifelong Learning Sector.

Included as restricted optional units are:

- Understanding the principles and practices of assessment (Level 3)
- Assess vocational skills, knowledge and understanding (Level 3)

Included as open optional units are:

- Assess occupational competence in the work environment (Level 3)
- Understanding the principles and practices of internally assuring the quality of assessment (Level 4)
- Internally assure the quality of assessment (Level 4)



## **Minimum core of literacy, language, numeracy and ICT**

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document:

***Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes (LLUK 2007)***

### **Requirements for knowledge and understanding elements**

All elements must be covered. Examples of extent of coverage are provided as guidance only. The elements should be delivered and assessed across the following mandatory and restricted optional units in part one of the qualification:

Delivering lifelong learning (Level 3 or level 4)

Assessing learners in lifelong learning (Level 3 or level 4) **or**  
Assess vocational skills, knowledge and understanding (Level 3)

Planning to meet the needs of learners (Level 3 or level 4) **or**  
Identify the learning needs of individuals (Level 3)

Using resources for lifelong learning (Level 3 or level 4) **or**  
Develop and prepare learning and development resources (Level 4)

Enabling learning through assessment (Level 4 and Level 5)

Applying theories and principles for planning and enabling inclusive learning and teaching (Level 4 and Level 5)

There is no requirement to deliver or assess knowledge and understanding elements of the minimum core in the units of assessment that are part of the PTLLS requirement.

### **Requirements for personal skills in English, mathematics and ICT elements**

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. If candidates join the qualification programme having already completed a PTLLS award, their record of development needs and previous action to address them should be reviewed. Using the results of these assessments programmes should provide the opportunity to develop their skills informed by the appropriate minimum core elements. Opportunities to develop these personal skills should be across the mandatory and restricted optional units as a minimum. OCR supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

# 6 Assessment

## 6.1 Assessment: How it works

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Teachers/tutors must make sure that the teaching content for each criterion is fully addressed so that candidates can effectively meet the requirements.

The identified teaching content in the unit is not exhaustive and may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

When centre teachers/tutors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

## 6.2 Authentication

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Teachers/Tutors/Assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for teachers/tutors/assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the teacher/tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

## 6.3 Direct Claim Status (DCS)

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In recognition of centres having achieved a high level of internal verification and management of their quality assurance systems OCR will allow a centre to have direct claims status (DCS). This is when centres can claim certification for identified qualifications in between their external verifier visits. Centres who have consistently met all the required criteria and delivered high quality assessment for the individual qualification over approximately a twelve month period could be awarded DCS.

In the centre report, the OCR external verifier may recommend your centre for direct claim status.

If OCR agrees with the EV's recommendation, the centre will be sent:

- DCS agreement
- DCS Quality Assurance Team Register (containing the names of the centre quality assurance personnel that the EV has recommended can authorise DCS certification claims).
- Composite list of qualifications approved for DCS

Once the Centre returns the appropriate documentation OCR will notify them that they can use DCS.

Each person who the external verifier has checked and who then signs the DCS declaration form will be eligible to submit claims for the qualifications in question.

Once the centre has submitted claims, the external verifier will select a sample of candidates' work, which will be reviewed at the next external verifier visit. The centre must retain all portfolios claimed with direct claim status until the next external verifier visit. Certificates issued under 'Direct Claim' procedures will remain provisional until such time as they are confirmed through a verification visit.

All candidates including any who leave the centre following certification, must be asked to retain their evidence, portfolios and cumulative assessment record (CAR) for one year as they may be required for audit.

### Withdrawal of DCS

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DCS may be withdrawn at any time if in the opinion of OCR any of the centre information given is no longer current, the conditions of the approval are not met or the quality of assessment and quality assurance at the centre is compromised.

### Re-instatement of DCS

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OCR will apply one of the following two routes:

- reinstate DCS at the next External Verifier visit if all action points have been completed
- require the centre to go through the full DCS process and meet the DCS criteria again.

The route for reinstatement will depend upon which of the DCS criteria are not in place at the point of DCS withdrawal.

## Critical points regarding Direct Claim Status

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- Certificates issued under 'Direct Claim' procedures will remain provisional until such time as they are confirmed through a verification visit.
- The quality assurance signature on all DCS claims will be checked to ensure that only quality assurance personnel listed on the Centres' DCS Internal Quality Assurance Team Register have authorised the claims.
- Centres must keep assessment and quality assurance records relating to all candidates for at least three years from the date of the claim.
- The decision on whether DCS is awarded, retained or withdrawn lies with OCR.

## 6.4 Initial assessment of candidates

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It is important for centres to carry out an initial assessment that identifies the competence, knowledge and understanding candidates already have and any potential gaps that need to be addressed. This will also:

- allow centre assessors to plan the assessment
- help candidates to identify units which they might find most appropriate
- enable candidates to understand the best place to start collecting evidence.

## 6.5 Assessment planning

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Centre assessors must take responsibility for assessment planning with candidates. This will involve discussing a number of issues with candidates including:

- agreeing the best source of evidence to use for particular units
- determining the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place
- agreeing a flexible timetable for unit completion and assessment.

Centre assessors must make a note of their assessment planning and regularly give feedback to candidates.

## 6.6 Making assessment decisions

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It is not necessary for candidates to meet all the criteria every time they carry out an activity, but **it is necessary that all candidates produce evidence to demonstrate they have met all assessment criteria.** In line with the Learning and Development standards, centre assessors should:

- plan with the candidate
- assess candidate performance, knowledge and understanding
- look at the evidence

- question and give feedback to the candidate working towards the qualifications being assessed.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment criteria.

All criteria in the unit must be completed before the centre assessor can sign the unit off as complete.

Full details of the administration arrangements associated with these qualifications are included in the *Admin guide: Vocational Qualifications* <http://www.ocr.org.uk/i-want-to/admin-guides/>.

## 6.7 Methods of assessment

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It is the centre assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the candidate.

### Valid

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A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are not relevant to the qualification or difficult for the candidate to understand, not in terms of the content but the way they are phrased, the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid.

### Reliable

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A reliable method of assessment will produce consistent results for different internal centre assessors on each assessment occasion. Internal quality assurance personnel must make sure that all centre assessors' decisions are consistent.

### Safe and manageable

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Centre assessors and internal quality assurance personnel must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

### Suitable to the needs of the candidate

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OCR has tried to make sure that achievement of this qualification is free from constraints outside the requirements of the unit.

For candidates who have access requirements please see Access arrangements and special consideration.

If centre staff think that any aspect of this qualification unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR, in partnership with LSIS and other awarding bodies, has identified the main assessment methods suitable for these qualifications:

- **examining of the evidence** by a centre assessor
- **direct observation** of practice by a qualified centre assessor or by the expert witness for occupational specific units
- **questioning** the candidate or witness by a centre assessor
- **inference of knowledge** from direct observation
- **professional discussion.**

In some situations, the centre assessor can arrange a formal discussion with the candidate to provide evidence of the candidate's performance and knowledge (see [Professional discussion](#)).  
Examining the evidence

Approved and qualified centre assessors (see Centre assessor and Quality assurance personnel requirements) must examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the candidate carried out the process/activity
- be the product of a candidate's work
- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the centre assessor's responsibility to make sure that the evidence a candidate submits for assessment is authentic and meets the requirements of the qualification.

After the centre assessor has examined the evidence, they must record an assessment decision and the justification for the decision. They should also give feedback to the candidate.

## 6.8 Direct observation

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Approved and qualified centre assessors (see Centre assessor and Quality assurance personnel requirements) may carry out observations for the assessment of these qualifications.

The centre assessor and candidate should plan observations together but it is the centre assessor's responsibility to record the observation properly.

After the observation has taken place, the centre assessor needs to record an assessment decision and the justification for the decision. They should also give feedback to the candidate.

## 6.9 Questioning

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Approved and qualified centre assessors (see Centre assessor and Quality assurance personnel requirements) may question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the activities a candidate has been involved in.

Centre assessors should ask open questions; that is questions where the candidate has to give an answer (other than 'yes' or 'no'). Centre assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that centre assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that centre assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, they must record enough information about what they asked and how the candidate replied, to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Centre assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

## 6.10 Professional discussion

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Professional discussion is a structured, planned and in-depth discussion recorded by the centre assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The centre assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

## 6.11 Witness testimonies

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The witness must be an individual, not related to the candidate, who is in a position to make valid comment about their performance, e.g. tutors or workplace supervisors.

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the centre assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony

- a description of the witness' relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The centre assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates or centre assessors to produce written witness testimonies for witnesses to sign.

## 6.12 Personal statements

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This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

## 6.13 Performance evidence

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Performance evidence provides proof of what a candidate can do. Sometimes, it can also provide inferred evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product
- if group work is used as evidence, the candidate's contribution must be clearly identified. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence, this must be clearly identified
- proof of the way the candidate carried out their work (that is, the process they went through). An internal centre assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for these qualifications.

## 6.14 Where evidence comes from

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Evidence may come from a number of different sources, for example:

- performance and knowledge evidence may come from a candidate carrying out workplace activities
- knowledge evidence may come from answering the centre assessor's questions.

## 6.15 Simulation

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Simulation is not allowed. However, where access to assessment is jeopardised by this, guidance should be sought from OCR, who will decide the issue in conjunction with LSIS.



## 6.16 Cumulative assessment record (CAR)

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Templates for the recording documents to be used in a **cumulative assessment record (CAR)** may be provided by OCR or they may be designed by the centre and approved during the approval visit or by the OCR external verifier. The forms can be in any format but as a minimum they must contain the information identified in OCR's *Admin guide: Vocational Qualifications* available to download from <http://www.ocr.org.uk/i-want-to/admin-guides/>.

Candidates must record, on the relevant documents, all the evidence presented for assessment. These records will also be used by the centre assessor and internal quality assurance personnel to record assessment decisions. They can also be used to record progress towards the achievement of units.

Filling in these documents, is an ongoing process involving discussion and agreement between the candidate and their centre assessor. The candidate should fill in and keep the CAR while working towards their qualification. A centre assessor may help the candidate complete the CAR if necessary. It may be viewed by the centre's internal quality assurance personnel and OCR external verifier for sampling purposes as part of the quality assurance process.

Examples of other forms and recording documents are provided to assist centres and candidates as they work towards these qualifications, please see the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 6.17 Verification – how it works

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### 6.17.1 Internal quality assurance

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It is the centre's responsibility to appoint internal quality assurance personnel to manage the internal quality assurance process. The purpose of internal quality assurance is to make sure and show that assessment is valid, reliable and consistent, through monitoring and sampling assessment decisions.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section Simulation).

### 6.17.2 External verification

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OCR will allocate an external verifier who will visit the centre to verify assessments and internal quality assurance.

External verifiers will want to interview candidates, centre assessors and internal quality assurance personnel during their visits. Assessment records and evidence for all candidates must also be available for external verifiers to see if they ask to. It is the centre assessor's (and not the quality assurance personnel or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- access to OCR's on-line claim system (Interchange)

- relevant centre assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios relating to certificates claimed through DCS should be accessible
- a copy of the external verifier's last visit report
- a sample signature list for all centre assessors and internal quality assurance personnel
- details of training curriculum vitae and certificates for new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points and/or recommendations since the last external verifier visit
- notes of any action carried out following particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

### 6.17.3 Centre records – assessment and verification

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Centres must make sure that assessment and quality assurance records are available for external verification purposes. These must record the following minimum information:

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of candidate entry
- name of the centre assessor
- name of the internal quality assurance personnel
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- assessment method(s) used
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessments to justify the decision made
- an indication of frequency of, and reason for, the use of simulation, if used
- dates and outcomes of internal quality assurance
- action resulting from internal quality assurance
- certification.

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.

# 7 Delivery

## 7.1 Mode of delivery

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Specific requirements for practice, observed and assessed practice and the sequence of delivery for units in this qualification can be found in Section 5 of this handbook.

## 7.2 Wider issues

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These qualifications provide opportunities for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

### Spiritual, moral, ethical, social and cultural issues

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Teachers/Tutors delivering a programme of learning leading towards these qualifications would have opportunities to develop candidates' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, for example through:

- Social and cultural values could be addressed through the exploration of the way in which student-teachers interact with learners
- Social, cultural and ethical issues could be explored through the way in which student-teachers relate to different learners and types of learning
- Ethical and moral issues could be explored through a review of issues that could lead to exclusion of learners and the need to foster respect for others

### Environmental issues, health and safety considerations and European developments

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Teachers/Tutors delivering a programme of learning leading towards these qualifications would have opportunities to develop candidates' understanding of health and safety issues, environmental issues and European developments. Specific examples of the way in which these issues could be addressed include:

- 8 Health and safety could be explored in relation to the use of equipment, review of working practices and through consideration of relevant legislation and codes of practice
- 9 Environmental issues could be addressed through the exploration of ways in which resources are used and disposed of

## 7.3 Centre resources and requirements

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OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real-life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety).

In addition, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

## 7.4 Delivery in Wales and Northern Ireland

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These qualifications have been regulated by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

They have been approved by the Welsh Government for use by centres in Wales and/or by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

## 7.5 Access arrangements and special consideration

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Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* [www.jcq.org.uk/](http://www.jcq.org.uk/).

This document should also be referred to for those candidates who may require a post-examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications* which can be downloaded from our website <http://www.ocr.org.uk/i-want-to/admin-guides/>.

## 7.1 Centre malpractice guidance

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It is the responsibility of the Head of Centre\* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to OCR Standards.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to OCR Standards.

Further information is contained in the JCQ publication: *General and Vocational Qualifications - Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk)

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\* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

# 8 Certification

Candidates who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s)
- a certificate giving the full qualification title and the qualification number.

Candidates achieving one or more units but who do not meet the credit requirements for a full qualification will receive a certificate listing the units they have achieved along with their credit value.

## 8.1 Claiming certificates

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Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued, centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications* <http://www.ocr.org.uk/i-want-to/admin-guides/> for full details.

For details on how to make online claims for QCF qualifications see the step-by-step guide for centres *Making online claims for QCF and Functional Skills qualifications*. <http://www.ocr.org.uk/ocr-for/teachers/interchange/step-by-step-guides/>.

## 8.2 Multiple certificates recognising candidate achievement

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Centres may receive certificates for qualifications that are part of a suite but for which the candidate has not been entered.

As the centre claims units for this qualification, OCR's system will validate the combination of units matches the rules of combination for this qualification.

In the process it will also check against the OCR candidate number for:

- qualifications/units already claimed and if these contribute to this qualification
- identify if this claim contributes to the achievement of the rules of combination for other qualifications.

If this is the case certificates will automatically be generated to recognise the candidate's achievement. For example, if candidates are entered for an OCR qualification which is part of a suite, e.g. a Level 3 Diploma in Business and Administration, when the units are claimed the system will check if the combination of units entitles the candidate to any other qualifications such as the Award or Certificate.

## 8.3 Replacement certificates

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If individual certificates are lost or damaged within the centre, we will issue free replacement certificates for a limited time. Following this time, a charge will be made (see the [Fees List](#)). After a further period, we will no longer provide replacement certificates and centres will be issued with a certifying statement of results, which is an official copy of the results.

Please send centre requests to replace missing certificates to the Results Team at [ocr.results@ocr.org.uk](mailto:ocr.results@ocr.org.uk). Requests to replace damaged certificates should be sent to the Results Team, OCR, 1 Hills Road, Cambridge, CB1 2EU together with the certificates.

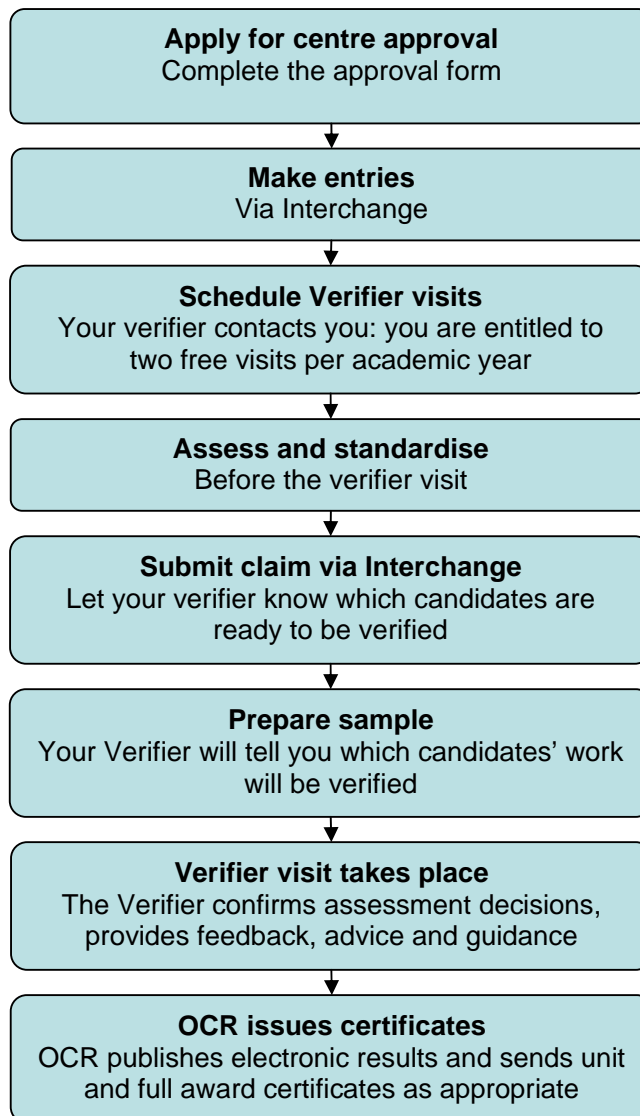
# 9 Administration arrangements

## 9.1 Administration arrangements for these qualifications

This section provides an overview of the administration arrangements operating for these qualifications. For detailed information centres must refer to OCR's *Admin guide: Vocational Qualifications* which is available to download from our website: <http://www.ocr.org.uk/i-want-to/admin-guides/>.

## 9.2 Overview of full process

The following flow chart provides a brief summary of how these qualifications are delivered.





## 9.3 How to gain centre approval

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Centres can download and complete the electronic Centre Approval Form from the OCR website and return it to OCR Operations (or complete and submit it electronically). Alternatively contact the OCR Customer Contact Centre on 024 7685 1509.

## 9.4 How to enter candidates

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In order to let OCR know which qualifications your candidates wish to take, you need to make entries. Note that the term 'registrations' has been replaced by the term 'qualification entry'.

Making entries must be carried out via OCR Interchange - OCR's secure extranet facility. For full details of the process please see [Making entries for QCF and Functional Skills qualifications](#).

## 9.5 Entry options

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Option(s) for candidate entry:

- Full award entry – Candidates can be entered for the full award when they are intending to complete the whole qualification rather than just individual units. This is often a more cost-effective way to make entries. Please note, however, if a candidate does not complete the full award, the remaining units cannot be transferred to another candidate. Following qualification achievement, if a candidate wishes to upgrade to the next size of qualification e.g. from an Award to a Certificate, they should claim unit entry for the additional units required, indicating that they are being claimed for the larger qualification.
- Unit entry – It is possible for candidates to build up their qualification unit by unit. This may be useful if a centre is unsure whether a candidate is intending to complete the full qualification.

Candidates should be entered either for the full award or individual units. They should not be entered for both.

Candidates can be entered for these qualifications through the Named Entry route. This is where you provide specific candidate information (e.g. name and date of birth) for each qualification. The advantage of named entry is that materials we supply are personalised, requiring less manual work later. In general, this is OCR's preferred entry route.

## 9.6 How to make claims

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All claims should now be carried out via OCR Interchange. For full details of the process, see [Making online claims for QCF and Functional Skills qualifications](#).

# 10 Supporting documentation

## 10.1 OCR assessment documents

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The OCR assessment documents for use in assessing these qualifications include:

- Assessor Observation Record
- Candidate Self-evaluation Record
- Evidence Record Sheet

Centres must use these, or an approved equivalent form capturing the same information for the assessment of candidates. These forms are available to download from the qualification page of the OCR website.

### Assessor Observation Record

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This form (or a suitable alternative) is **mandatory** for centre records. It is designed to be completed by an assessor to record their observation of the candidate carrying out a teaching practice or microteaching session. It needs to capture the detail of what the assessor saw. All sections need to be completed.

### Candidate Self-evaluation Record

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This form (or a suitable alternative) is **mandatory** for centre records. It is designed to be completed by the candidate at the end of a teaching session to record their reflection on the outcomes of the teaching session.

### Evidence Record Sheet (one to be completed for each verified unit)

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For verified units this form (or a suitable alternative) is **mandatory** for candidates' CARs (see cumulative assessment record). It is the vehicle for linking the evidence to the assessment criteria. The evidence for the unit should be listed (as it is gathered) down the left hand side. The Evidence Record Sheet, where possible, should be completed by the candidate with the help of an assessor if necessary.

You are free to design alternative recording sheets for your candidates and centre to use. The sheets must meet certain criteria and be approved by your external verifier. Full details on the design and approval of recording sheets are described in the *Admin guide: Vocational Qualifications (A850)*.

# 11 Mapping and signposting

## 11.1 National Occupational Standards (NOS) Mapping

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These qualifications are directly relevant to the needs of employers and are underpinned by national occupational standards and the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

## 11.2 Functional skills signposting

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Training provided for these qualifications may help to prepare candidates for the functional skills assessment (e.g. report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

Each unit contains details of the signposting to functional skills.

## 12 Further support and information

This Centre Handbook and the *Admin guide: Vocational Qualifications (A850)* <http://www.ocr.org.uk/administration/documents/vocational.html> contain the information needed to deliver and administer these qualifications. If there are any queries about these please see below for contact details. Support is also available on the OCR webpages at [www.ocr.org.uk](http://www.ocr.org.uk).

### 12.1 Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate, free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

### 12.2 Customer feedback and enquiries

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If you have any comments or enquiries about the qualifications in this handbook, you can get in touch with our customer contact advisers. You can:

**write to:** Customer Contact Centre  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

**email:** [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**telephone:** 024 76 851509

**fax:** 024 76 421944

You can also visit our website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information about our qualifications.

## 12.3 Complaints

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We deal with all complaints sensitively and speedily and use them to help us improve our service.

If you're not satisfied with a product or service we've provided, please follow the process set out in our [complaints policy](#).

You can:

**write to:** Director of Assessment Standards  
OCR  
1 Hills Road  
Cambridge  
CB1 2EU

**email:** [complaints@ocr.org.uk](mailto:complaints@ocr.org.uk)

**telephone:** 024 76 851509

**fax:** 024 76 421944

## 12.4 Results enquiries and appeals

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Please refer to the *Admin guide: Vocational Qualifications* which can be downloaded from our website <http://www.ocr.org.uk/i-want-to/admin-guides/>

## 12.5 Our professional development programme (CPD)

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As part of our teacher training we offer a broad range of courses. We're constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about what is available, please visit our website at <https://www.cpdhub.ocr.org.uk/>, or you can:

**write to:** CPD Services  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

**email:** [cpdhub@ocr.org.uk](mailto:cpdhub@ocr.org.uk)

**telephone:** 02476 496 398

**fax:** 02476 496 399

## 12.6 Documents related to these qualifications

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<i>Admin guide: Vocational Qualifications (A850)</i>	<a href="http://www.ocr.org.uk/i-want-to/admin-guides/">http://www.ocr.org.uk/i-want-to/admin-guides/</a>
<i>Making entries for Vocational qualifications via Interchange</i>	<a href="http://www.ocr.org.uk/ocr-for/teachers/interchange/step-by-step-guides/">http://www.ocr.org.uk/ocr-for/teachers/interchange/step-by-step-guides/</a>
<i>Making online claims for QCF and Functional Skills qualifications</i>	<a href="http://www.ocr.org.uk/ocr-for/teachers/interchange/step-by-step-guides/">http://www.ocr.org.uk/ocr-for/teachers/interchange/step-by-step-guides/</a>
<p>JCQ publications:</p> <ul style="list-style-type: none"> <li>– <i>Access Arrangements, Reasonable Adjustments and Special Consideration</i></li> <li>– <i>Instructions for Conducting Examinations</i></li> <li>– <i>Suspected Malpractice in Examinations and Assessments</i></li> </ul>	<a href="http://www.jcq.org.uk/exams-office/">http://www.jcq.org.uk/exams-office/</a>