

OCR VRQs

Teaching in the Lifelong Learning Sector

Diplomas in Teaching in the Lifelong Learning Sector

Level 5

Centre Handbook

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1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications which have been accredited onto the Qualifications Credit Framework (QCF) at Level 5

OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector

OCR Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

It is important that centre staff involved in the delivery of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication and the OCR handbook that outlines the structure associated with these qualifications.

A copy of this handbook is provided free to all centres on centre approval. Further copies are available to download from our website www.ocr.org.uk or, where preferred, centres may purchase additional copies on CD Rom from OCR Publications (0870 770 6622).

1.1 The OCR Level 5 Diplomas in Teaching in the Lifelong Learning Sector

The OCR Level 5 Diplomas in Teaching in the Lifelong Learning Sector have been developed to recognise student teachers' abilities to teach and support learning in a post-16 context. They have been designed to develop and accredit the breadth of knowledge and skills required by teachers to deliver learning programmes and undertake responsibility in managing the learning process.

Teachers successfully completing the OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector will have the necessary knowledge and skills to fulfil the **Full Teacher** role as defined in the *overarching standards for teachers, tutors and trainers in the lifelong learning sector* by Lifelong Learning UK. The **Full Teacher** role is defined as:

‘a teaching role that carries the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies’

Further Education Teachers' Qualifications (England) Regulations 2007

For further clarification on the full teacher role, it is recommended that centres review the responsibilities for full teachers highlighted on the LLUK website www.lifelonglearninguk.org.

The Diplomas aim to develop student teachers' skills and knowledge and to recognise their achievements in a practical way that is relevant to the work context and reflects the professional values of teachers in the Lifelong Learning environment. It is anticipated that much of the practical evidence required to meet the assessment requirements of the qualification will be naturally occurring. The qualification has been designed to be context-free and, therefore, meets the needs of teachers working across all subject/vocational areas.

1.2 Administration arrangements for these qualifications

A separate publication, the *Administrative Guide to Vocational Qualifications* (code A850), provides full details of the administration arrangements for these qualifications. The Administration Catalogue is issued free on centre approval and is available on the OCR website. [Admin guide](#)

1.3 If centre staff have queries

This Centre Handbook and the Administrative Guide contains general information needed to deliver and administer this qualification. It is important that this handbook is used in conjunction with the *Qualification Structure* documentation associated with this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section **Further support** and information for details of who to contact for further support.

1.4 Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification home pages on our website www.ocr.org.uk for details regarding updates to this qualification. For your convenience, the latest amended version of this handbook is available to download from the OCR website. [Teaching in the Lifelong Learning Sector Level 5 Diploma - Centre handbook](#)

It is important that the following publication is used in conjunction with this handbook.

OCR Diploma in Teaching in the Lifelong Learning Sector: Qualification structure
http://www.ocr.org.uk/download/kd/ocr_10760_kd_qcf_qual_struct.pdf

Units associated with this qualification, are available on our website [Teaching in the Lifelong Learning Sector Level 5 Diploma > All documents](#)

2 General information

2.1 Qualification Profile

Title	OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector
OCR code	10173
Level	This qualification has been accredited on to the Qualifications Credit Framework (QCF) at Level 5
QAN	Level 5 Diploma: 500/3366/9 (Qualification Accreditation Number)
This qualification is suitable for	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. It is aimed at those who intend to fulfil a full teacher role but who do not have an initial teaching qualification. It covers the key principles and practice of teaching, learning and assessment.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of at least 120 credits
Assessment and grading	The qualification, which consists of 120 credits, will be locally assessed and externally verified by OCR. Each unit will be graded pass or fail
Funding	For details on eligibility for public funding, please refer to the following websites. http://www.education.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/ When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above, please refer to the following websites
National occupational standards	This qualification relates to the National Occupational Standards for teachers, tutors and trainers in the lifelong learning sector
Last entry date*	31/12/2012
Last certification date*	31/12/2015

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

Title	OCR Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector
OCR code	10174
Level	This qualification has been accredited on to the Qualifications Credit Framework (QCF) at Level 5
QAN	500/3386/4 (Qualification Accreditation Number)
This qualification is suitable for	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. It is aimed at those who intend to fulfil a full teacher role within the Skills for Life sector but who do not have an initial teaching qualification. It covers the key principles and practice of teaching, learning and assessment within the Skills for Life sector.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of at least 120 credits
Assessment and grading	The qualification, which consists of 120 credits, will be locally assessed and externally verified by OCR. Each unit will be graded pass or fail
Funding	For details on eligibility for public funding, please refer to the following websites. http://www.education.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/ When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above, please refer to the following websites
National occupational standards	This qualification relates to the National Occupational Standards for teachers, tutors and trainers in the lifelong learning sector
Last entry date*	31/12/2012
Last certification date*	31/12/2015

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

Title	OCR Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector
OCR code	10175
Level	This qualification has been accredited on to the Qualifications Credit Framework (QCF) at Level 5
QAN	500/3385/2 (Qualification Accreditation Number)
This qualification is suitable for	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. It is aimed at those who intend to fulfil a full teacher role within the Skills for Life sector but who do not have an initial teaching qualification. It covers the key principles and practice of teaching, learning and assessment within the Skills for Life sector.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of at least 120 credits
Assessment and grading	The qualification, which consists of 120 credits, will be locally assessed and externally verified by OCR. Each unit will be graded pass or fail
Funding	For details on eligibility for public funding, please refer to the following websites. http://www.education.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/ When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above, please refer to the following websites
National occupational standards	This qualification relates to the National Occupational Standards for teachers, tutors and trainers in the lifelong learning sector
Last entry date*	31/12/2012
Last certification date*	31/12/2015

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

Title	OCR Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector
OCR code	10216
Level	This qualification has been accredited on to the Qualifications Credit Framework (QCF) at Level 5
QAN	500/3339/6 (Qualification Accreditation Number)
This qualification is suitable for	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. It is aimed at those who intend to fulfil a full teacher role within the Skills for Life sector but who are likely to have an initial teaching qualification. It covers the key principles and practice of teaching, learning and assessment within the Skills for Life sector.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of at least 45 credits
Assessment and grading	The qualification, which consists of 45 credits, will be locally assessed and externally verified by OCR. Each unit will be graded pass or fail
Funding	For details on eligibility for public funding, please refer to the following websites. http://www.education.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/ When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above, please refer to the following websites
National occupational standards	This qualification relates to the National Occupational Standards for teachers, tutors and trainers in the lifelong learning sector
Last entry date*	31/12/2012
Last certification date*	31/12/2015

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

Title	OCR Level 5 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector
OCR code	10217
Level	This qualification has been accredited on to the Qualifications Credit Framework (QCF) at Level 5
QAN	500/3345/1 (Qualification Accreditation Number)
This qualification is suitable for	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. It is aimed at those who intend to fulfil a full teacher role within the Skills for Life sector but who are likely to have an initial teaching qualification. It covers the key principles and practice of teaching, learning and assessment within the Skills for Life sector.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of at least 45 credits
Assessment and grading	The qualification, which consists of 45 credits, will be locally assessed and externally verified by OCR. Each unit will be graded pass or fail
Funding	For details on eligibility for public funding, please refer to the following websites. http://www.education.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/ When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above, please refer to the following websites
National occupational standards	This qualification relates to the National Occupational Standards for teachers, tutors and trainers in the lifelong learning sector
Last entry date*	31/12/2012
Last certification date*	31/12/2015

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

2.2 Target market

The OCR Diplomas in Teaching in the Lifelong Learning Sector will be appropriate for those who need or wish to teach in a **Full Teacher** role within the sector. Student teachers will learn essential skills, knowledge and understanding of teacher requirements for delivering teaching to new learners.

The **Full Teacher** role is defined as:

‘a teaching role that carries the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies’

Further Education Teachers’ Qualifications (England) Regulations 2007

For further clarification on the full teacher role, it is recommended that centres review the responsibilities for full teachers highlighted on the LLUK website www.lifelonglearninguk.org.

2.3 Qualification aims

These qualifications aim to:

- develop the student-teachers' understanding of their roles and responsibilities in relation to teaching
- develop student teachers' abilities to understand learners' needs
- develop student teachers' abilities to work with others in supporting learners
- develop the student teachers' approach to selecting and implementing learning approaches
- develop the student teachers' abilities to deliver learning programmes
- encourage and support student teachers in their use of learning approaches to engage and motivate learners
- develop the student teachers' understanding of the need to maintain records
- develop student teachers' understanding of the learning environment, including the impact of external factors and the national context
- develop student teachers' commitment to professional values and their ability to conform to professional codes of practice
- develop commitment to introduce the student teacher to understand the importance of reflection on practice and consideration to continuous professional development

2.4 Statement of level

The OCR Level 5 Diplomas in Teaching in the Lifelong Learning Sector assesses skills at Levels 3, 4 and 5 of the National Framework of Qualifications.

The qualification has been mapped to the LLUK Professional standards. The standards provide a benchmark for ensuring full coverage of the skills required to achieve the full qualification at the relevant level. The structure of the qualification allows for progression and also provides the underpinning knowledge as appropriate.

2.5 Entry requirements

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

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

Requirements for entry to these qualifications are outlined below. Candidates will be expected to have a standard of Literacy and Numeracy and a level of industry knowledge appropriate for a person working at Level 5.

It is the centre responsibility to ensure that initial assessment takes place and is recorded by the centre as part of the learning and development process for candidates. Centres should also ensure:

- the qualification is appropriate for the candidate and their requirements
- opportunities are identified for candidates to demonstrate their competence
- a candidate can generate the evidence required.
- It is expected that centres address any candidate Literacy, Numeracy and IT support needs after identification via the initial assessment.

The minimum core is to be incorporated as an integral part of the student teacher's learning plan where possible to ensure that the minimum personal skill requirements of any teacher working in the learning and skills sector are met. OCR's External Verifiers will monitor centre competence in this area.

OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector

It is anticipated that student teachers will also have a high level of skill in the following key skill areas: Communication; Application of Number; IT; Working with Others; Improving Own Learning and Problem Solving.

Centres must ensure that student teachers hold a minimum of a level 3 qualification within their specialist subject area. In addition, OCR recommends that centres determine that anyone accepted on to this programme has:

- Relevant commercial/industrial experience of their vocational area
- Up-to-date and relevant occupational or subject knowledge
- The ability to work in an academic context
- The opportunity to carry out the required teaching time to meet the teaching practice requirement.

This will support trainee teachers in developing inclusive approaches to learners but is not designed to prepare trainee teachers to teach language, literacy and numeracy.

OCR Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

OCR expects centres to be able to evidence that potential student teachers have met the entry requirements **before** entry onto these programmes. This evidence must be available for OCR External Assessment personnel to review during OCR visits to the centre.

This evidence must identify that potential trainees are able to:

- demonstrate the ability to use the functional processes of mathematics whilst engaging with contexts that require extended mathematical problem solving to be resolved
- think in extended logic chains involving multiple steps. This should occur both within processing and analysis elements and holistically across all elements of the functional process

- demonstrate **good understanding** when working in **familiar situations**; this will enable demonstration of secure processing skills (the ability to use and apply mathematics in a context) is often governed, amongst other things by the degree of familiarity
- demonstrate **development of understanding** by investigation in **unfamiliar situations**; this will support demonstration of mathematical transferability and development of mathematical conceptualisation.

Potential teacher trainees must demonstrate both **process skills** and **personal skills** in Mathematics.

Process skills in Mathematics are those required to be able to function effectively as users of Mathematics. It is essential that potential trainees evidence functionality in Mathematics, that is, the ability to use process skills in different contexts. Contexts include other specialisms or situated examples.

Use of **personal skills** in Mathematics will be demonstrated when evidencing the elements and extent of the specified process skills in Mathematics. These should go beyond the requirement of study in all existing level 2 Mathematics qualifications.

Having appropriate process and personal skills in Mathematics will enable trainees not only to benefit from their teacher training programme, but also to build on and develop their skills in Mathematics throughout their programme of study.

OCR Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR expects centres to be able to evidence that potential student teachers have met the entry requirements **before** entry onto these programmes. This evidence must be available for OCR External Assessment personnel to review during OCR visits to the centre.

This evidence must identify that potential trainees are able to:

- recognise that language is situated and apply knowledge accordingly
- apply personal English language skills to complex and non-routine contexts
- transfer their English language skills from familiar contexts to new situations that may require the adaptation and extension of these skills in order to attempt the task
- demonstrate that they are able to approach language situations that are well defined, but complex
- make appropriate choices, independently, concerning the most effective communication methods and language skills to be used in any given situation
- exercise autonomy and judgement in completing tasks and procedures
- reflect on and evaluate language use in a range of situations.

Potential teacher trainees must demonstrate both **process skills** and **personal skills** in English.

Process skills in English are those required to be able to function effectively as users of English. It is essential that potential trainees evidence functionality in English, that is, the ability to use process skills in different contexts.

Use of **personal skills** in English (speaking, listening, reading and writing) will be demonstrated when evidencing the elements and extent of the specified process skills in English. These should go beyond the requirement of study in all existing level 2 English qualifications.

Having appropriate process and personal skills in English will enable trainees not only to benefit from their teacher training programme, but also to build on and develop their skills in English throughout their programme of study.

2.6 Entry restrictions

Candidates should have a minimum of a level 3 or equivalent qualification in their specialist subject area.

2.7 Progression opportunities

A candidate achieving any of the OCR Level 5 Diploma in teaching in the Lifelong Learning Sector pathways has the option to complete additional units within other pathways, to claim certification of other Diplomas, subject to entry requirements. In addition, candidates can progress to Professional Status, as managed by the Institute of Learning.

2.8 Supporting candidates

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.

Subject mentors

A mentor is someone who offers support based on his or her work experience to a less experienced colleague. This relationship is usually a longer term but informal relationship, passing on knowledge and offering support. Mentoring enables transfer of skills, fostering of best practice, encouragement of innovation and the provision of stability for the student teacher.

OCR expects that centres support student teachers by providing wherever possible, mentors in the appropriate subject specialist areas. Where this is not possible workplace specialists may be suitable, although centres should consider the subject specialist support needs of the student teacher as a priority at all times. Alternatively, centres may wish to use subject mentors that are external to their organisation.

Where the support need requires a trained mentor, centres should ensure that they have the necessary support in place for the development of potential mentors **before** registering a student teacher for these qualifications. The OCR External Moderator may query any mentor support where they feel that it does not meet the needs of the student teacher.

Subject tutors

OCR expects that centres ensure student teachers have regular access to subject tutors in their own specialist subject area. This is to ensure that student teachers gain experience of subject specific teaching and have the opportunity to seek advice within the context of their specialist area. This person may also be the subject mentor, although centres must ensure that this person is suitably trained to act as a mentor. The OCR External Moderator may query any subject tutor support where they feel that it does not meet the needs of the student teacher.

Centres should also ensure that all student teachers have access to tutorial support whenever possible. This support could be offered by the subject specialist mentor if necessary, although it is strongly recommended that tutorial support is offered by suitably qualified tutors.

2.9 Wider issues

This qualification provides potential 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

Teachers and tutors delivering an OCR Diplomas in Teaching in the Lifelong Learning Sector course that supports these specifications would have opportunities to address ethical, social and moral values throughout all units.

- 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 a variety of learners and types of learning session
- ethical and moral issues could be explored through a review of confidentiality and security issues in relation to the behaviour and personal needs of the learner.

Environmental issues, health and safety considerations and European developments

Teachers and tutors delivering a programme of study that supports this specification would have opportunities to address these issues throughout the programme.

Specific examples of the way in which these issues could be addressed include:

- health and safety issues could be explored in relation to the use of equipment and the importance of ensuring the safety of people, equipment and premises
- health and safety could also be addressed through the review of working practices and through consideration of relevant legislation and procedures
- environmental issues could be addressed through the exploration of the way in which resources are used and disposed of
- European developments could be explored through discussion of regulations in areas such as data protection, health and safety and environmental issues.

2.10 Guided learning hours

The time it will take a candidate to complete the OCR Diploma in Teaching in the Lifelong Learning Sector will depend on a number of things, for instance, mode of study (i.e. whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study.

1 credit represents the equivalent of 10 notional hours of learning i.e. the whole learning time (contact time and self directed learning). All the criteria within the units of assessment must be met for credit to be awarded. As a general guide 120 credits in this qualification are likely to require 360 taught hours. Please note that Teaching Practice that is not formally assessed is not included in the Taught hours for each unit.

2.11 Funding

This qualification is accredited at Level 5 of the Qualifications Credit Framework and is eligible for funding under Section 96 and/or 97 arrangements. Should you require any more information on funding please refer to the following websites

<http://www.education.gov.uk/section96/>

<http://skillsfundingagency.bis.gov.uk/>

2.12 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

2.13 Resources

Centres MUST ensure 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. OCR expects that delivery personnel are actively involved in Continual Professional Development relating to teacher training, to ensure currency of teaching and learning approaches.

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

Centres will need to provide appropriate assessment facilities for candidates that complies with the regulations laid down by OCR (*the Administrative Guide to Vocational Qualifications* – code A850).
[Admin guide](#)

Centres will need to meet the above requirements when they seek centre approval from OCR.

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook. It is expected that student teachers have access to suitable teaching resources and areas, to enable them to complete Teaching Practice within their subject specialist area.

2.14 Arrangements for candidates with access-related needs

We aim to make sure that all candidates are given equal opportunity to demonstrate their skills.

OCR recognises that there are some candidates who can demonstrate attainment in the skills being assessed, but who may be disadvantaged by standard assessment arrangements. For these candidates standard assessment arrangements may be adjusted to enable them to compete on an equal basis with other candidates, provided that the adjustments do not compromise the integrity of the qualification(s).

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates. This is to ensure that the adjustment will only compensate candidates for their particular difficulty without giving them an advantage over others.

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 JCQ publication, [JCQ access arrangements, reasonable adjustments and consideration](#) for a description of their responsibilities and the procedures by which adjustments can be made.

For further guidance on specific assessment requirements of individual qualifications and appropriate adjustments to assessment, centres are advised to contact the relevant Qualifications Team at OCR's Coventry office.

Centres should ensure that all candidates are given equal opportunity to demonstrate their competence for the qualifications against specified criteria. All of the specified criteria must be met by all candidates independently and may not be reworded or omitted in any circumstances. However, candidates may use mechanical, electronic and other aids in order to demonstrate competence so long as the aids are generally commercially available and can feasibly be used on employers' premises; software must not perform tasks for which credit is given to the candidate. OCR's website provides further advice on assessment arrangements for candidates with particular assessment requirements in the Administration/Vocational Qualifications/Special Requirements area.

2.15 Results enquiries and appeals

Please refer to the Administrative Guide to Vocational Qualifications (code A850). [Admin guide](#)

2.16 Centre malpractice guidance

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

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg 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.

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

Further information is contained in the publication which is available from the OCR Customer Contact Centre: 024 76 851509. [OCR Malpractice Procedures - A guide for centres](#)

2.17 Accreditation of Prior Achievement

Candidates who have completed teaching qualifications that have been mapped to the LLUK Legacy Tariff are able to claim Accreditation of Prior Achievement for the Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector. Where there is only part coverage of a unit within the legacy tariff, centres are expected to devise suitable additional assessments to ensure that a candidate has achieved full coverage of the unit prior to making certification claims.

QCA regulations state that a learner cannot achieve a qualification in the framework on the basis of exemption from all the credits required to achieve that qualification. This means that a candidate must be assessed on at least one unit from the certificate qualification before making a full qualification claim.

Centres are expected to provide all original candidate documentation together with any additional evidence/assessment for scrutiny by the OCR External Moderator at a visit. The External Moderator will check this evidence and award claimed units as normal.

3 Assessment and moderation

3.1 Assessment

The units within these specifications are designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. The identified knowledge, understanding and skills are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

Centres must ensure that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact where possible, vocationally experienced delivery personnel, and real life case studies. Centres should ensure that where candidates are involved in teaching specialist subjects, relevant specialist teachers are used as mentors to support subject-specific pedagogy.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

Internal assessment

Centres will need to devise activities/assignments that enable candidates to meet all of the assessment objectives in the relevant units. To help centres with this, OCR has produced specific assessment requirements.

Where centres are devising candidate assessments and assignments for the first time, sample copies of these assessments **MUST** be forwarded to their allocated External Moderator **PRIOR to the first OCR visit and before** being used by the centre.

External Moderators are allocated to the centre once a candidate has been registered. The EM will then arrange to visit the centre at a mutually convenient time – this will normally be towards the start of programme delivery for the first visit and then at the point of completion of a programme for the second visit (Centres receive two free visits per year for a scheme).

To help centres with this, OCR has produced specific assessment requirements. These can be found within this handbook and on the OCR website.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- judge candidate work against the standard identified in the Assessment Guidance
- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure standards

- verify candidate achievement by completing and signing OCR documentation (ie Witness Statement Forms, Candidate Evidence Sheets, Evidence Checklists)
- maintain records of candidates' achievements.

Local Assessment

Assessment will reflect the practices of NVQ assessment and be centre based. The assessment decisions will then be externally verified by OCR.

Assessment must conform to the assessment specification set out in this document. Student teachers must demonstrate that they have achieved all of the performance criteria and knowledge and understanding requirements of the unit in the way specified in the evidence requirements. Portfolios presented for assessment must include all of the evidence specified by OCR.

Where centres are devising candidate assessments and assignments for the first time, sample copies of these assessments **MUST** be forwarded to their allocated External Moderator **PRIOR to the first EV visit** before being used by the centre.

External Moderators are allocated to the centre once a candidate has been registered. The EM will then arrange to visit the centre at a mutually convenient time – this will normally be towards the start of programme delivery for the first visit and then at the point of completion of a programme for the second visit (Centres receive two free visits per year for a scheme).

Role of the Local Assessor

Student-teachers will be assessed by assessors appointed by OCR-approved centres. The assessors will judge the evidence of student-teachers' performance and knowledge and understanding against the unit in order to decide whether the student-teacher has demonstrated competence. Centres must have at least one assessor to be able to offer this qualification.

An assessor may be a student-teacher's line manager, a tutor at college or someone appointed especially to this role. Assessments will usually be carried out by a team of assessors. Where independent assessment takes place, this should not be for teaching practice, but can cover other aspects of assessment such as recording or planning documentation.

Members of staff delivering and assessing the Level 5 Diploma should hold at least a Level 5 Teacher/Training qualification. For example, Certificate in Education/PGCE, Training and Development, Learning and Development or 7407 Stages 1, 2 and 3.

Staff should also be experienced at delivering and assessing teacher training qualifications at level 3 and/or above, for a period of 2 years within the last 5 years.

Staff with less than the above, must work shadow a qualified/experienced member of the team, and have all of their assessment decisions countersigned until they have achieved the required qualifications and experience.

There should be at least 2 members of staff who fulfil the qualification/experience requirements to ensure a robust assessment and quality assurance system.

For those assessing and verifying the following qualifications:

OCR Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

It is expected that assessors and verifiers MUST:

- hold as a minimum, a subject specialist qualification at Level 4 or above e.g. The OCR Adult Numeracy/Literacy Subject Specialists Level 4 Award or equivalent.

Role of the Internal Verifier

Each approved centre is required to appoint at least one internal verifier. The internal verifier is required to monitor and standardise assessments carried out through the approved centre.

The internal verifier should:

- check and standardise assessment decisions made by assessors in the centre for all candidates, this should include a range of assessment methods. Where an internal verifier is involved in the verification of observed sessions, they should observe all of the session, either at the time of the practice or via recorded means (Video / DVD).
- monitor the occupational competence of new and existing assessors
- Ensure records are accurately maintained
- maintain the currency of their own occupational competence.

The role of the internal verifier is more fully explained in OCR's publication [OCR Criteria for Verified Qualifications](#)

For those verifying the following qualifications:

OCR Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

It is expected that verifiers MUST:

- hold as a minimum, a subject specialist qualification at Level 4 or above e.g. The OCR Adult Numeracy/Literacy Subject Specialists Level 4 Award or equivalent.

Assessor and Verifier Requirements

OCR has specified the following minimum criteria for the appointment of assessors and verifiers for this qualification:

Assessors and verifiers must:

EITHER

hold or be working towards a recognised assessor/verifier qualification (eg D32/33, A1/A2, D34, V1)

OR

have experience of assessing and/or verifying competence based qualifications

AND

- hold a recognised teaching qualification (eg Certificate in Education, OCR Teacher/Trainer award in IT, etc)

- provide evidence of recent experience of teaching and assessing in further education (2 years within the last 5 years)
- provide evidence of knowledge and understanding and application of the national occupational standards for Teaching and Supporting Learning developed by the Further Education National Training Organisation
- be committed to ongoing professional development and updating.

For those assessing and verifying the following qualifications:

OCR Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

It is expected that assessors and verifiers MUST:

- hold as a minimum, a subject specialist qualification at Level 4 or above e.g. The OCR Adult Numeracy/Literacy Subject Specialists Level 4 Award or equivalent.

Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres will be required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring that all current assessors are working to the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors
- completing the relevant centre standardisation document.

External verification

External verification ensures centres' internal assessments meet the national requirements of these qualifications.

OCR Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for specific units for moderation. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items for accreditation of unit achievement.

OCR requires that an Evidence Checklist submitted in support of achievement is signed by the tutor prior to submission for moderation.

Tutors must check that each aspect of the criteria has been successfully met by the candidate before work is signed and presented to the External Verifier.

Role of the External Verifier

External verification will be performed by external verifiers, appointed and trained by OCR, who will visit the centre to monitor the quality of delivery of the programme and assessments. Verifiers will visit each centre at least twice a year and will sign certification request forms at the time when a centre is making claims for certificates.

In particular the external verifier (EV) will wish to:

- interview student-teachers and assessors
- review evidence for all student-teachers going forward for certification.

EVs will also wish to see evidence of:

- deliverers, assessors and internal verifiers holding appropriate qualifications and background (Including CRB checks where necessary), undertaking staff development activities including professional updating and training
- student-teachers having access to appropriate support materials (written, oral and/or electronic) to assist in the development of knowledge and skills, equipment (eg presentation software and hardware) and accommodation
- regular review, evaluation and updating of resources
- availability of flexible training provision which is relevant to the qualification and meets the needs of individual student-teachers
- identification of student-teachers' individual training needs.

All OCR External Verifiers have at least 5 year's experience within the sector, have regular update training and maintain Continuing Professional Development within the sector.

The role of the external verifier is more fully explained in OCR's publication [OCR Criteria for Verified Qualifications](#)

3.2 Contexts for Teaching Practice

For the OCR Diploma in Teaching in the Lifelong Learning Sector, candidates are required to be involved in a minimum of 150 hours teaching for this qualification.

Within this, there should be a minimum of 8 hours of assessed teaching practice over a minimum of 8 hours. A minimum of 2 hours of assessed observation should be observed by a Teacher Training subject specialist. A minimum of 6 hours of assessed observation should be observed by a mentor/assessor within the student-teacher's area of subject expertise.

The tutor/assessor/mentor and student teacher are required to complete an observation form at the end of each teaching session to identify achievements and any future assessment needs. A copy of this is available in section 5.2 of this handbook.

For the OCR Diploma in Teaching English (Literacy) in the Lifelong Learning Sector, candidates are required to be involved in a minimum of 150 hours of teaching practice, of which:

- 80% of the teaching practice requirements must be within the relevant specialist area of Skills for Life
- Literacy, numeracy or ESOL teaching practice must be undertaken within at least two levels of the Skills for Life curriculum - Entry level, level 1 and level 2

Observed and assessed teaching

There must be a minimum of 8 observations totalling a minimum of 8 hours. At least 6 hours on at least 6 occasions must be in a subject specific context. They should be conducted by an appropriate subject specialist observer (as defined within SVUK endorsement guidance) observing Skills for Life specialist teaching and learning. Any single observation must be a minimum of half an hour. Observations can be formative or summative. Teaching observation excludes observed practice completed as part of the PTLLS qualification.

For the OCR Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector, candidates are required to be involved in a minimum of 150 hours of teaching practice, of which:

- 80% of the teaching practice requirements must be within the relevant specialist area of Skills for Life

Literacy, numeracy or ESOL teaching practice must be undertaken within at least two levels of the Skills for Life curriculum - Entry level, level 1 and level 2

Observed and assessed teaching

There must be a minimum of 8 observations totalling a minimum of 8 hours. At least 6 hours on at least 6 occasions must be in a subject specific context. They should be conducted by an appropriate subject specialist observer (as defined within SVUK endorsement guidance) observing Skills for Life specialist teaching and learning. Any single observation must be a minimum of half an hour. Observations can be formative or summative. Teaching observation excludes observed practice completed as part of the PTLLS qualification.

For the OCR Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector, There must be a minimum of 75 hours of teaching practice. Teaching practice should be located in the 'teaching and learning' unit.

- All teaching practice requirements must be within the relevant specialist area of Skills for Life.
- Literacy, numeracy or ESOL teaching practice must be undertaken within at least two of the three levels of the Skills for Life curriculum - Entry level, level 1 and level 2.

Observed and assessed teaching

There must be a minimum of four observations totalling a minimum of four hours. All must be in a subject specific context. They should be conducted by an appropriate subject specialist observer (as defined within SVUK endorsement guidance) observing Skills for Life specific teaching and learning. Any single observation must be a minimum of half an hour. Observations can be formative or summative.

For the OCR Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector, There must be a minimum of 75 hours of teaching practice. Teaching practice should be located in the 'teaching and learning' unit.

- All teaching practice requirements must be within the relevant specialist area of Skills for Life.
- Literacy, numeracy or ESOL teaching practice must be undertaken within at least two of the three levels of the Skills for Life curriculum - Entry level, level 1 and level 2.

Observed and assessed teaching

There must be a minimum of four observations totalling a minimum of four hours. All must be in a subject specific context. They should be conducted by an appropriate subject specialist observer (as defined within SVUK endorsement guidance) observing Skills for Life specific teaching and learning. Any single observation must be a minimum of half an hour. Observations can be formative or summative.

For these qualifications, teaching observation excludes observed practice completed for the OCR Level 3 & Level 4 Award in Preparing to Teaching the Lifelong Learning Sector and the OCR Level 3 & Level 4 Certificate in Teaching in the Lifelong Learning Sector.

Teaching practice must take place within recognised locations within the Lifelong Learning sector. For example:

- Work – based learning
- FE College
- Prison Education
- Adult & Community Learning

Observations

Observations can be undertaken by Subject Mentors but need to be checked and countersigned by the appropriate members of staff within the centre. Eg

- staff who are line managers and trained to do observations of teaching and learning
- a learner is a driving instructor and is observed by the driving standards agency

Some of the observations for each learner should be completed by appropriately qualified staff.

4 Certification

Candidates who reach the required level to pass the assessment units up to a total value of at least the minimum credits for the qualification will receive a certificate giving the full qualification title, as defined below:

OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector

OCR Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

OCR Level 5 Subsidiary Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

4.1 Claiming certificates

All claims should now be carried out via OCR Interchange. For full details of the process please see [Making a claim using OCR Interchange](#)

Certificates will be issued with results for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used. See the *Administrative Guide to Vocational Qualifications* (code A850) for full details. [Admin guide](#)

Where applicable, Accreditation of Prior Learning may be taken into account when centres claim certificates. This is subject to suitable evidence being presented to the External Moderator at the time of a certification claim visit.

4.2 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

5 Qualification structure and units

5.1 Presentation of a unit

A unit is presented in the following way:

Unit aims: Sets out the aims of the individual unit.

Unit synopsis: provides a brief overview of the unit.

Examples of teaching and learning strategies: Sets out a range of teaching methods and learning strategies appropriate to the delivery of the unit.

Suggested reading: gives examples of current and relevant sources that the student-teacher may use to support their learning in this unit.

Scope, Knowledge and Evidence Linked to Practice: Provides examples of the areas to be taught as part of the programme of study towards this qualification. Teachers/tutors may wish to add further content in order to reflect the specific needs of student-teachers. Identifies the evidence student-teachers will be required to produce to demonstrate they have achieved the unit outcomes.

All units relevant to these qualifications are available on our website www.ocr.org.uk. It is important that the *OCR Diplomas in Teaching in the Lifelong Learning Sector: Qualification Structure* handbook is also used in conjunction with this handbook

5.2 Recording documentation

OCR DIPLOMAS IN TEACHING IN THE LIFELONG LEARNING SECTOR - ASSESSOR'S OBSERVATION RECORD

Student-teacher name:

Assessor name:

Location of observation:

Date:

Programme of study:

Learner group:

Please provide a commentary, recording the activities observed.

PERFORMANCE CRITERIA	ASSESSOR'S COMMENTS
Demonstrate session planning skills.	
Has the student planned a teaching and learning session which meets the needs of individual learners and used/analysed a selection of resources for a specific session?	
Understand appropriate teaching and learning approaches in the specialist area.	
Did the student identify, adapt and demonstrate relevant approaches to teaching and learning in relation to the specialist area?	
Did the student embed elements of functional skills in the specialist area?	
Understand how to deliver inclusive sessions which motivate learners.	
Has the student established ground rules with learners which underpin appropriate behaviour and respect for others?	
Has the student used a range of appropriate and effective teaching and learning approaches to engage and motivate learners?	

PERFORMANCE CRITERIA	ASSESSOR'S COMMENTS
Has the student demonstrated good practice in giving feedback?	
Has the student communicated appropriately and effectively with learners?	
Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements.	
Has the student selected, adapted and used a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met?	
Has the student selected/adapted and used a range of inclusive resources to promote inclusive learning and teaching?	
Understand how to use a range of communication skills and methods to communicate effectively with learners.	
Has the student used different communication methods and skills to meet the needs of learners?	
Understand and use different types of assessment.	
Has the student demonstrated how different types of assessment can be used effectively to meet the individual needs of learners?	

PERFORMANCE CRITERIA	ASSESSOR'S COMMENTS
Understand the strengths and limitations of a range of assessment methods, including, as appropriate, those which exploit new and emerging technologies.	
Has the student used a range of assessment methods appropriately to ensure that learners produce assessment evidence that is valid, reliable, sufficient, authentic and current?	
Understand the role of feedback and questioning in the assessment of learning.	
Has the student used feedback and questioning effectively in the assessment of learning?	
<p>Assessor's comments</p> <p>Please use this space to provide any general feedback on the student-teacher's performance that is relevant for assessment purposes.</p>	

PERFORMANCE CRITERIA	ASSESSOR'S COMMENTS
Suggestions for future development	

Assessor's signature:

Date:

Student's signature:

Date:

IV signature (if sampled):

Date:

OCR DIPLOMAS IN TEACHING IN THE LIFELONG LEARNING SECTOR

STUDENT-TEACHER'S SELF-EVALUATION RECORD AND ACTION PLAN

Student's name:

Date:

To be completed by the student-teacher at the end of the teaching session:

- Provide both positive and negative feedback and give examples from your session to illustrate your points
- Suggest how you intend to improve future sessions and identify your future personal development aims

Planning: Did your plan meet the needs of every learner during the session? Evaluate how your plan met individual needs.

Justify your selection of resources for the session. Where possible, analyse how effective the resources were in supporting the session delivery.

Teaching: Justify and evaluate your selection of teaching and learning approaches for the session.

Evaluate the effectiveness of your teaching and suggest how you would modify the session to make it more effective.

Evaluate your own communication skills and identify how you could improve. How could you overcome any barriers to effective communication next time?

Explain how you used feedback and questioning In your session to support the assessment of learning. Where possible, analyse how the feedback and questioning contributed to learning.

Using feedback from others (including learners, peers and your tutor) evaluate how you could improve your own practice. Reflect on how effective others thought you were and suggest modifications to your teaching as a result.

PLANS FOR PERSONAL DEVELOPMENT. From your evaluation above, what main points will you take forward to help with being a more effective teacher next time?

Student-teacher's signature:

Date:

Assessor's signature:

Date:

IV's signature (if sampled):

Date:

6 Administration arrangements

This section provides a brief overview of the administration arrangements operating for this qualification. Please refer to the [Admin Guide Vocational Qualifications](#) (code A850) for further information.

6.1 How to gain centre approval

To seek approval to offer this qualification, centres must obtain and complete an 'Application for Approval as an OCR Centre for N/VQs'. Centres wishing to add this qualification to their existing verified qualifications provision must complete an 'Application for Approval to Run Additional N/VQs (VQ1a)'. Copies are available by calling the OCR Customer Contact Centre on 024 76 851509.

Following receipt of a centre's application, an evaluator will ensure that the centre are able to meet the centre approval criteria as specified by the Qualifications and Curriculum Authority.

The evaluation will focus on the systems and procedures the centre has in place to support the delivery and assessment of this qualification. In particular evaluators will wish to identify evidence of:

- Resources, equipment and accommodation that will be available to candidates, including materials to support development of knowledge, understanding and skills (eg text books, software, etc)
- Planned modes of delivery for the taught component of the programme.
- Provision of appropriately experienced and qualified staff to carry out the delivery, assessment and internal verification of these qualifications

Further guidance on centre evaluation is provided in the [OCR Criteria for Verified Qualifications](#)

6.2 How to enter candidates

Enter candidates by completing the NQF1. Entry forms will be issued to you after you have been approved as a centre to offer this qualification.

6.3 How to make an enquiry about results or appeal against a result

Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to Vocational Qualifications* (code A850). [Admin guide](#)

6.4 Administrative documentation

Copies of an example NQF1 may be found in the *Administrative Guide to Vocational Qualifications* (code A850). [Admin guide](#)

Further guidance on completion of other relevant administrative documentation is provided in the [OCR Criteria for Verified Qualifications](#)

7 Guidance For Candidates

7.1 What are the OCR Diploma's in Teaching in the Lifelong Learning Sector?

These qualifications aim to:

1. develop the student-teacher's ability to work in an associate teacher role, as defined by LLUK
2. develop the student-teachers' understanding of their roles and responsibilities in relation to teaching
3. develop student-teachers' abilities to assess learners' needs
4. develop student-teachers' abilities to work with others in supporting learners
5. develop the student-teachers' approach to selecting and implementing learning approaches
6. develop the student-teachers' abilities to plan and deliver learning programmes
7. encourage and support student-teachers in their use of learning approaches to engage and motivate learners
8. develop the student-teachers' understanding of the need to maintain records
9. develop student-teachers' understanding of the learning environment, including the impact of external factors and the national context
10. develop student-teachers' commitment to professional values and their ability to conform to professional codes of practice
11. develop commitment to reflection on practice and to continuous professional development

7.2 What do I have to do to achieve these qualifications?

To achieve any of these qualifications you must achieve the mandatory units and **additional** optional units, depending on the pathway you have chosen. More information on the units you will need to complete are available in the *OCR Diploma in Teaching in the Lifelong Learning Sector: Qualification Structure* handbook which is available on the OCR website www.ocr.org.uk.

7.3 How do I know that this qualification is right for me?

This qualification is designed for candidates wishing to gain an appropriate qualification for the purposes of being a **full teacher** into the Lifelong Learning sector.

Your chosen qualification may also form a progression route to other OCR Level 5 Diplomas in Teaching in the Lifelong Learning Sector, and may be used to apply for professional status with the Institute of Learning.

8 Further Support and Information

8.1 General enquiries

For general enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

8.2 Entry forms and entry enquiries

All entry forms should be returned to:

Operations
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

If you have any queries about candidate entry, please contact Operations Customer Support on 024 76 470033.

8.3 Results enquiries

Forms and current fees can be obtained from:

Results Enquiries
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ
Telephone 024 76 470033

8.4 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The Professional Officer
OCR Certificates in Teaching in the Lifelong Learning Sector
IT Education and Logistics Team
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

8.5 OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone: 02476 496398
Fax: 02476 496399
Email: training@ocr.org.uk

8.6 OCR Publications

OCR's *Publications Catalogue* (code A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from the OCR website at www.ocr.org.uk, or to order from the OCR Customer Contact Centre by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications
PO Box 5050
Annesley
Nottingham
NG15 0DL

Telephone: 0870 770 6622
Fax: 0870 770 6621
Email: publications@ocr.org.uk

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk.

8.7 Publications (related to this qualification)

OCR Diploma in Teaching in the Lifelong Learning Sector: Qualification Structure

Administrative Guide to Vocational Qualifications (code A850) [Admin guide](#)

Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements (code L016) , [JCC access arrangements, reasonable adjustments and consideration](#)

9 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc.
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc., of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc.
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc.) for a common purpose or fund to supply (ideas, opinions, etc.) as part of a debate or discussion
Define	to state precisely the meaning of (words, terms, etc.)
Deliver	to carry (goods, etc.) to a destination, esp. to carry and distribute (goods, mail, etc.) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc.
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include or all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc.); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc.
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate Identify to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc.
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc. to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc., of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc. to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of

Promote	to further or encourage the progress or existence of to raise to a higher rank, status degree etc. to urge the adoption of; work for to encourage the sale of (a product) by advertising or securing financial support
Propose	to put forward (a plan, motion, etc.) for consideration or action
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc.)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to; (a person, cause, etc.); help to distribute or provide
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc.) for consideration (d)
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or (to do something)
Use	to put into service or action; employ for a given purpose