

**Level 3 Award in Preparing to Teach in the Lifelong
Learning Sector**

Level 3

Approved by QCA

Centre Handbook

Contents

1	Introduction	4
1.1	The OCR Level 3 Award for Preparing to Teach in the Lifelong Learning Sector	4
1.2	Administration arrangements for this qualification	4
1.3	If centre staff have queries	5
1.4	Documentation updates	5
2	General information	6
2.1	Qualification Profile	6
2.2	Target market	7
2.3	Qualification aims	7
2.4	Statement of level	7
2.5	Entry requirements	8
2.6	Entry restrictions	8
2.7	Progression opportunities	8
2.8	Supporting candidates	9
2.9	Wider issues	9
2.10	Guided learning hours	10
2.11	Funding	10
2.12	Mode of delivery	10
2.13	Resources	10
2.14	Arrangements for candidates with particular requirements	11
2.15	Results enquiries and appeals	11
2.16	Centre malpractice guidance	11
2.17	Accreditation of Prior Achievement	12
3	Assessment and moderation	13
3.1	Assessment	13
4	Certification	17
4.1	Claiming certificates	17
4.2	Replacement certificates	17
5	Administration arrangements	26
5.1	Cluster entry	26
5.2	How to gain centre approval	27
5.3	How to enter candidates	27
5.4	How to make an enquiry about results or appeal against a result	27
5.5	Administrative documentation	27
6	Guidance for candidates	28
6.1	What is the OCR Level 3 Award for Preparing to Teach in the Lifelong Learning Sector?	28
6.2	What do I have to do to achieve this qualification?	28
6.3	How do I know that this qualification is right for me?	28
7	Further support and information	29
7.1	General enquiries	29
7.2	Entry forms and entry enquiries	29
7.3	Results enquiries	29
7.4	Customer feedback	30

7.5	OCR Training Events	30
7.6	OCR Publications	30
7.7	Publications (related to this qualification)	31
8	Glossary	32

1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the National Qualifications Framework (NQF) at Level 3:

OCR Level 3 Award in Preparing to Teach in the Lifelong Learning Sector

06459

It is important that centre staff involved in the delivery of the above qualification understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

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 from OCR Publications (0870 770 6622).

1.1 The OCR Level 3 Award in Preparing to Teach in the Lifelong Learning Sector

The OCR Level 3 Award in Preparing to Teach in the Lifelong Learning Sector has been developed to recognise student-teachers' abilities to teach and support learning in a post-16 context. It has been designed to develop and accredit the breadth of knowledge and skills required by teachers to develop and deliver learning programmes and undertake responsibility in managing the learning process.

It aims 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 this qualification

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 contain all the information needed to deliver and administer 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. [Level 3 Award in Preparing to Teach in the Lifelong Learning Sector - Centre handbook](#)

Units associated with this qualification, are available on our website [Preparing to teach in the Lifelong Learning Sector - Level 3 Award > All documents](#)

2 General information

2.1 Qualification Profile

Title	OCR Level 3 Award in Preparing to Teach in the Lifelong Learning Sector Unit 1
OCR code	06459
Level	This qualification has been accredited on to the National Qualifications Framework (NQF) at Level 3
QAN	500/1527/8 (Qualification Accreditation Number)
This qualification is suitable for	Those who wish to enter the field of teaching in the Lifelong Learning sector. It will act as a foundation for those with no previous experience of teaching who wish to extend their professional skills and understanding.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of 1 unit
Assessment and grading	The qualification, which consists of one unit, will be locally assessed and externally verified by OCR. The unit will be graded pass or fail.
Funding	Funding for this qualification will be withdrawn from 31/07/2011
National occupational standards	This qualification relates to the following National Occupational Standards ' <i>Professional standards for teachers, tutors and trainers in the lifelong learning sector</i> '
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 Level 3 Award in Preparing to Teach in the Lifelong Learning Sector will be appropriate for those who need or wish to teach to:

- prepare to enter the Lifelong Learning Sector as a teacher
- learn essential skills, knowledge and understanding of teacher requirements when delivering teaching to new learners.

2.3 Qualification aims

This qualification aims 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 plan and 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 Award in Preparing to teach in the Lifelong Learning Sector assesses skills at Levels 1, 2 and 3 of the National Framework of Qualifications.

The qualifications have 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 qualifications allows for progression and also provides the underpinning knowledge as appropriate.

2.5 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. It has 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 this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as candidates for this qualification.

There are no formal requirements for entry to the qualification. 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 3.

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.

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.

It is compulsory (as dictated by SVUK) that an initial assessment of candidates takes place and is recorded by the centre as part of the learning and development process for candidates and also to 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.

2.6 Entry restrictions

There are no prohibited combinations of entry.

2.7 Progression opportunities

A candidate achieving a Level 3 Award in Preparing to Teach in the Lifelong Learning Sector has the following progression routes available:

- OCR Level 3 Certificate in Teaching in the Lifelong Learning Sector
- OCR Level 4 Certificate in Teaching in the Lifelong Learning Sector

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.

Centres are expected to have in place suitable support mechanisms for candidates, to include (but not necessarily restricted to) tutorial support for the candidate, provision for Individual Learning Planning and other suitable mechanisms to support the candidate learning experience.

Centres are also expected to have in place a suitable learner mentoring scheme. The Mentor is ideally a Subject specialist within the area a candidate will be teaching and will normally be expected to observe the candidate to give feedback on their performance within a teaching session. A mentor will normally be a practising teacher.

Observations

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

- 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.

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 Level 3 Award in Preparing to Teach 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 one of this qualification 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. As a general guide the units in this qualification are likely to require the following numbers of taught hours outlined below.

Title	Taught hours
Unit 1 PREPARING TO TEACH IN THE LIFELONG LEARNING SECTOR	30

In addition, centres should ensure there is evidence for an additional 30 hours directed or self directed hours.

2.11 Funding

Funding for this qualification will be withdrawn from 31/07/2011.

2.12 Mode of delivery

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

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

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 (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.

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.

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 OCR 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.

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.

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 unit 1 (Level 3 Preparing to Teach in the Lifelong Learning Sector) towards this Award if there is part coverage. 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.

Where a candidate has **full coverage** of unit 1 (Level 3 Preparing to Teach in the Lifelong Learning Sector), they **cannot** claim for full coverage of the unit if only making a certification claim for this Award. 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.

Where this unit is being claimed as part of a Certificate or Diploma route, then full APA claims can be made.

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.

* 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.

3 Assessment and moderation

3.1 Assessment

The unit within these specifications is 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.

We recommend 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.

Assessment of this qualification 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 this unit.

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

External verifiers are allocated to the centre once a candidate has been registered. The EV 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.

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 Verifier **PRIOR to the first EV visit** before being used by the centre.

External verifiers are allocated to the centre once a candidate has been registered. The EV 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.

Members of staff delivering and assessing the Level 3 award should hold at least a Level 4 Teacher/Training qualification. For example, Certificate in Education/PGCE, Training and Development, Learning and Development or 7407 Stage 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.

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.

- 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](#)

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
- 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.

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 the 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.

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

4 Certification

Candidates who reach the required level to pass the assessment for the unit will receive:

- a certificate giving the full qualification title

OCR Level 3 Award in Preparing to Teach 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](#)

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.

INTERNAL ASSESSOR'S MARKING GRID – LESSON PLAN PREPARING AND PLANNING

Note to assessors:

The aim of the grid is to assist assessors in identifying that learning outcome 3 and assessment criteria 3.1 and 3.2 have been achieved. A rationale in terms of a self evaluation document and possibly additional information will also have been provided to support the lesson plan. Evidence from all of these documents may provide evidence for other learning outcomes and these are referenced at appropriate points within the marking grid in italics. References to LLUK overarching standards are given in brackets.

Evidence Requirements	Achieved	Comments Linked, where appropriate to the assessment criteria	Reference to Assessment Criteria and practice evidence
Does the lesson plan make clear the link between learning outcomes, learner activity and assessment strategy? (DP1.2) LO3 Assessment Criterion 3.1			
Does the lesson plan contain details of the subject, level, duration and number of learners, learning objectives, outcomes and aims? (DP1.2) LO3 Assessment Criterion 3.1			
Is the subject content logically timed and sequenced? (DP1.2) LO3 Assessment Criteria 3.1			
Are teaching and learning approaches appropriate for the session being delivered? (BP2.2) LO3 Assessment Criterion 3.1, <i>LO2, Assessment Criterion 2.1</i>			
Are the teaching/learning methods inclusive? (DP1.1) LO3 Assessment Criterion 3.1, <i>LO4, Assessment Criteria 4.1, 4.2</i>			
Are the teaching/learning methods support learner ownership of their learning? (BP2.2) LO3 Assessment Criterion 3.1			

<p>Have an appropriate range of resources been identified to support delivery of the session?(BP5.1) LO3 Assessment Criteria 3.1, 3.2</p>			
<p>Have an appropriate range of assessment methods, formative and summative, been identified? (EP4.1) LO3 Assessment Criterion 3.1, LO5 Assessment Criteria 5.1, 5.2</p>			
<p>Is the level of work required for the assessment appropriate for the students? (EP2.1) LO3 Assessment Criterion 3.1</p>			

Name of assessor:

Signature of assessor:

Date:

Name of Student Teacher:

Signature of Student Teacher:

Date:

OCR LEVEL 3 AWARD FOR PREPARING TO TEACH 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.

Please note that the criteria are mapped against the learning outcomes and their learning criteria and these are identified using the numbering system within the Unit. Italics represent LOs and assessment criteria to which the observation may also contribute. References to LLUK overarching standards are given in brackets.

Assessment CRITERIA	ASSESSOR'S COMMENTS, linked to Learning Outcomes and Assessment Criteria where appropriate
a) Select and use appropriate resources to support learning	
Did the student identify and use an appropriate of resources to support the learning experience? (DP1.2) LO3 Assessment criterion 3.2 LO2 Assessment Criterion 2.1 LO4 Assessment Crtierion 4.2	
b) Communicate effectively with learners	
How did the student-teacher present information to learners? Was the approach effective? (BP3.3) LO3 Assessment criterion 3.1 LO2 Assessment Criterion 2.1 LO4 Assessment Criterion 4.4.	
Were the communication strategies appropriate to the learners and the subject area? (BP3.1) LO3 Assessment Criterion 3.1 LO4 Assessment criteria 4.3, 4.4	
c) Facilitate and encourage individual and group learning	

<p>Did the student-teacher use a variety of teaching methods which were appropriate to the specific session and the learners? (BP2.2, CP3.1)</p> <p>LO3 Assessment Criterion 3.1 LO2 Assessment Criterion 2.1 LO4 Assessment Criterion 4.2</p>	
<p>How were these appropriate? (BP2.1, 2.3)</p> <p>LO3 Assessment Criterion 3.1 LO2 Assessment Criterion 2.1 LO4 Assessment Criterion 4.2</p>	
<p>How did the student-teacher ensure that all learners were involved in learning activities at all times? (BP2.1)</p> <p>LO3 Assessment Criterion 3.1 LO2 Assessment Criterion 2.1 LO4 Assessment Criterion 4.2</p>	
<p>How did the student-teacher structure learning in order to maintain learner interest and motivation? (BP2.1, 2.2, CP2.1)</p> <p>LO3 Assessment Criterion 3.1</p>	
<p>How did the student-teacher provide feedback to learners? (BP3.1, 3.2,)</p> <p>LO5 Assessment Criteria 4.3, 4.4</p>	
<p>How did the student-teacher manage the learning environment to enable learners to feel secure and confident? (BP1.1)</p> <p>LO2, Assessment Criterion 2.1 LO3 Assessment Criterion 3.1 LO4 Assessment Criteria 4.1, 4.2, 4.4, 4.5 <i>LO1 Assessment Criterion 1.4</i></p>	
<p>How did the student-teacher show that they were monitoring the effectiveness of their teaching and changing approaches as/if needed? (BP2.4)</p> <p>LO4 Assessment Criteria 4.2, 4.5</p>	

Assessor's comments

Please use this space to provide any general feedback on the student-teacher's performance that is relevant for assessment purposes linked, where appropriate to the assessment criteria.

Suggestions for future development

Assessor's signature:

Date:

Student-teacher's signature:

Date:

IV's signature (if sampled):

Date:

OCR LEVEL 3 AWARD FOR PREPARING TO TEACH IN THE LIFELONG LEARNING SECTOR

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

Student-teacher'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

References to LLUK overarching standards are given in brackets.

Review of the session in relation to original aims and objectives: (BP2.6) LO3: Assessment Criteria 3.1, 3.2, LO2: Assessment Criteria 2.2, 2.3, LO4, Assessment Criterion 4.5

I would like to make the following improvements because:

Review of the session in terms of content (teaching materials, resources)

(BP5.1, 5.2) LO3: Assessment Criteria 3.1, 3.2, LO2: Assessment Criteria 2.2, 2.3, LO4, Assessment Criterion 4.5

I would like to make the following improvements because:

Review of the session in terms of teaching performance (class management, teaching and learning methods, observation, intervention, meeting learners' needs): (BP2.6, BP3.4, BP5.2)

LO1: Assessment Criteria 1.1, 1.4, LO3: Assessment Criteria 3.1, 3.2, LO2: Assessment Criteria 2.1, 2.2, 2.3, LO4, Assessment Criterion 4.1, 4.2, 4.4, 4.5

I would like to make the following improvements because:

Justification of resources selected (BP2.6, BP5.1, 5.2) LO1: Assessment Criterion 1.4, LO2: Assessment Criterion 2.3, LO3: Assessment Criterion 3.2, LO4: Assessment Criteria 4.2, 4.5,

I would like to make the following improvements because

Feedback provided to learners and methods used (BP2.6, BP3.4) LO4 Assessment Criteria 4.3, 4.4, 4.5 LO5: Assessment Criteria 5.1, 5.2

I would like to make the following improvements because

PLANS FOR PERSONAL DEVELOPMENT

Student-teacher's signature:

Date:

Assessor's signature:

Date:

IV's signature (if sampled):

Date:

5 Administration arrangements

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

5.1 Cluster entry (applies to Level 3 and 4 Awards only)

When centres enter candidates for either the OCR Level 3 or 4 Award in Preparing to Teach in the Lifelong Learning Sector, entry to both levels is automatically generated. This allows the centre to decide on the best assessment level for the candidate at a later stage of delivery. Centres should complete only one claim form for the candidate, for either level 3 or level 4.

5.2 How to gain centre approval

Complete the Centre Approval Form for this qualification and return it to OCR Operations. A blank copy of this form is provided at the end of this handbook for you to photocopy and use. Alternatively copies are available on the OCR website or by calling the OCR Customer Contact Centre on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the *Administrative Guide to Vocational Qualifications* (code A850). [Admin guide](#)

5.3 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.

When centres enter candidates for either the OCR Level 3 or 4 Award in Preparing to Teach in the Lifelong Learning Sector, entry to both levels is automatically generated. This allows the centre to decide on the best assessment level for the candidate at a later stage of delivery. Centres should complete only one claim form for the candidate, for either level 3 or level 4.

5.4 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](#)

5.5 Administrative documentation

Copies of example documentation may be found in the *Administrative Guide to Vocational Qualifications* (code A850) [Admin guide](#). Copies of supporting documentation for tutors may also be found on the OCR website www.ocr.org.uk.

6 Guidance For Candidates

6.1 What is the OCR Level 3 Award for Preparing to Teach in the Lifelong Learning Sector?

This qualification aims to:

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

6.2 What do I have to do to achieve this qualification?

To achieve this qualification you must achieve the unit below.

OCR Level 3 Award for Preparing to Teach in the Lifelong Learning Sector

6.3 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 entering into the Lifelong Learning sector.

This qualification may also form a progression route to higher level courses such as the OCR Level 3 and 4 Certificates in Teaching in the Lifelong Learning Sector.

7 Further Support and Information

7.1 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.

7.2 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.

7.3 Results enquiries

Forms and current fees can be obtained from:

Results Enquiries (VABSS Administration)
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ
Telephone 024 76 470033

7.4 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 Level 3 Award for Preparing to Teach in the Lifelong Learning Sector
IT Education and Training Team
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

7.5 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
Mill Wharf
Mill Street
Birmingham
B6 4BU

Telephone: 0121 628 2950
Fax: 0121 628 2940
Email: training@ocr.org.uk

7.6 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.

7.7 Publications (related to this qualification)

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
[JCQ access arrangements, reasonable adjustments and consideration](#)

8 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
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc., or (of food) to become ready for eating through such a process
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