

Teaching in the Lifelong Learning Sector

Subsidiary Diplomas in Teaching in the Lifelong Learning Sector

Level 5

Qualification Structure

To be used in conjunction with the *OCR Diploma in Teaching in the Lifelong Learning Sector Centre handbook* and Units on the OCR website

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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 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 Subsidiary Diplomas in Teaching in the Lifelong Learning Sector

The **OCR Level 5 Subsidiary Diplomas in Teaching in the Lifelong Learning Sector** are aimed at teachers working in the Skills for Life sector, holding an initial teaching qualification but not a subject specific qualification. LLUK guidance suggests that these qualifications are suitable for:

- Teachers who are part qualified. They may have an approved generic teaching qualification but no approved subject specific qualification in literacy or numeracy. From September 2007 this will include holding a Diploma in Teaching in the Lifelong Learning Sector. They may have a recognised subject qualification in literacy or numeracy but no recognised generic qualification.
- Unqualified teachers who are unable to find an appropriate and available integrated route.
- Those holding an approved subject specific teaching qualification who wish to teach additional Skills for Life subject.

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

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.

1.3 If centre staff have queries

This Qualification Structure 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 *Centre Handbook* 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.

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

OCR Diplomas in Teaching in the Lifelong Learning Sector: Centre Handbook

Units associated with this qualification, together with the two handbooks mentioned, are available on our website www.ocr.org.uk :

2 General information

2.1 Qualification Profile

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	This qualification has been accredited on to the QCF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above
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	This qualification has been accredited on to the QCF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above
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.

3 Qualification Structure

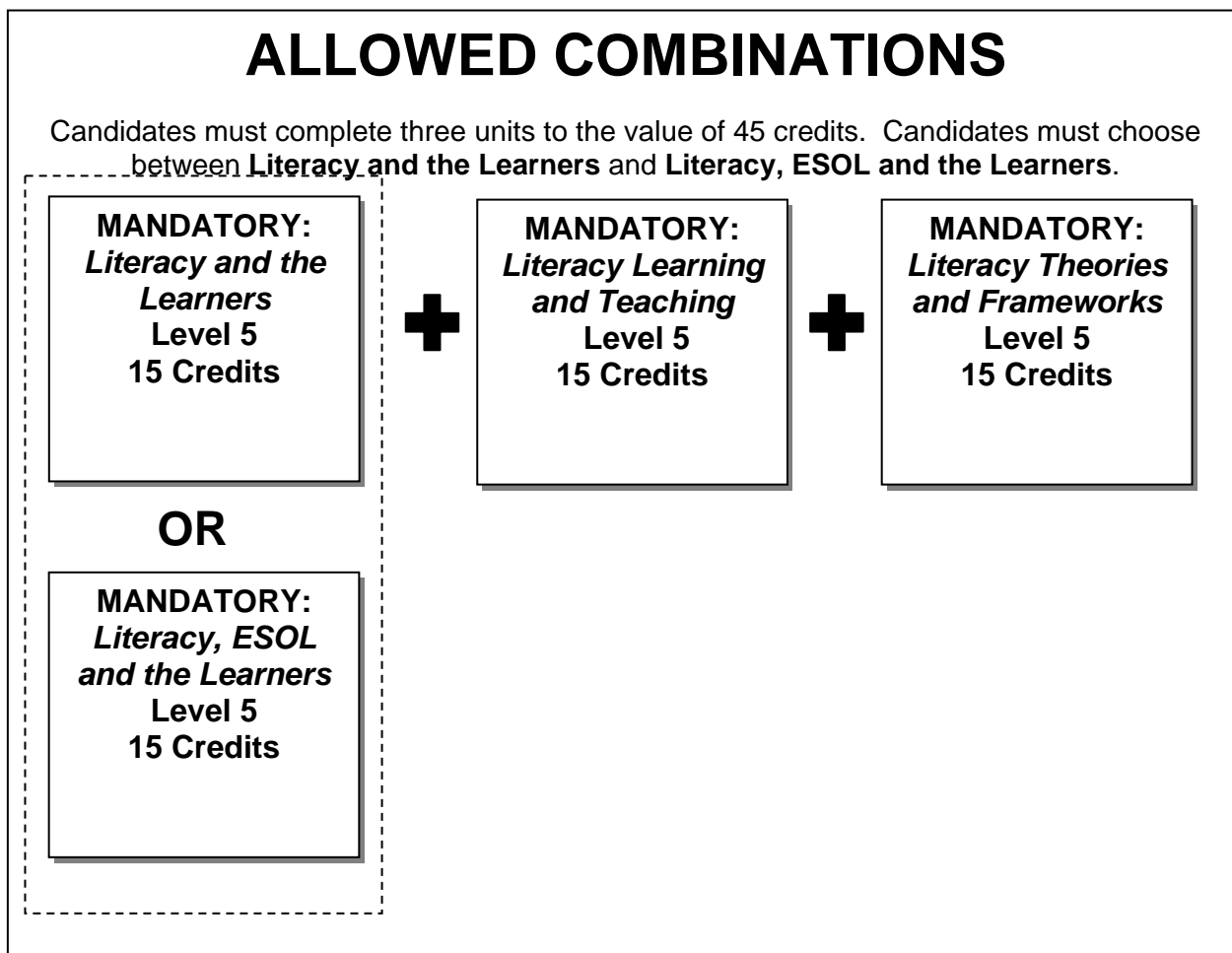
3.1 OCR Level 5 Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

The credit value for this qualification is a minimum of 45 credits.

Candidates are required to complete three of the four mandatory units shown below. There is a barred combination of **Literacy, ESOL and the Learners** and **Literacy and the Learners**. Only one of these units can count towards the overall 45 credits of the qualification.

The diagram below indicates the mandatory units that are available to centres. Optional units will become available as they are developed as part of the Qualifications Credit Framework.

OCR strongly recommends that centres visit the OCR website www.ocr.org.uk to see the latest version of the qualification structure.



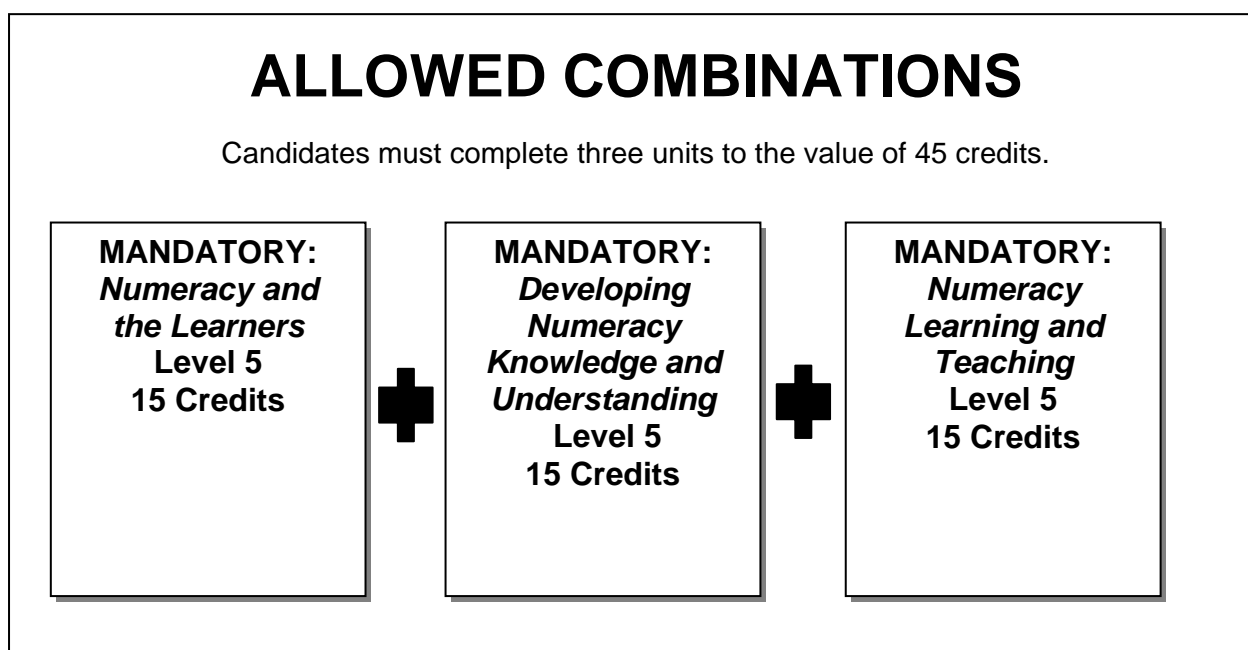
3.2 OCR Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

The credit value for this qualification is a minimum of 45 credits.

Candidates are required to complete the three mandatory units shown below.

The diagram below indicates the mandatory units that are available to centres. Optional units will become available as they are developed as part of the Qualifications Credit Framework.

OCR strongly recommends that centres visit the OCR website www.ocr.org.uk to see the latest version of the qualification structure and available optional units.



3.3 OCR available units for Subsidiary Diplomas in Teaching in the Lifelong Learning Sector

OCR unit	Title	QCA number	Credit value	Level
33	Numeracy and the Learners	A/500/9959	15	Level 5
34	Developing Numeracy Knowledge and Understanding	T/500/9961	15	Level 5
39	Numeracy Learning and Teaching	A/500/9962	15	Level 5
40	Literacy and the Learners	K/500/9956	15	Level 5
43	Literacy, ESOL and the Learners	T/500/9944	15	Level 5
42	Literacy Learning and Teaching	T/500/9958	15	Level 5
41	Literacy Theories and Frameworks	M/500/9957	15	Level 5

4 Further Support and Information

4.1 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.qualified@ocr.org.uk

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

4.2 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.

4.3 Results enquiries

Forms and current fees can be obtained from:

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

4.4 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

4.5 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

4.6 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.

4.7 Publications (related to this qualification)

OCR Additional Diplomas in Teaching in the Lifelong Learning Sector: Centre Handbook

Administrative Guide to Vocational Qualifications (code A850)

Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements (code L016)

5 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