

Teaching in the Lifelong Learning Sector

Diploma in Teaching in the Lifelong Learning Sector

Level 5

Qualification Structure

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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

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 available to download from our website www.ocr.org.uk.

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

The OCR Level 5 Diploma in Teaching in the Lifelong Learning Sector has 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.

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 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 Diploma 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 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	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	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 Diploma in Teaching in the Lifelong Learning Sector

The credit value for this qualification is a minimum of 120 credits.

Candidates are required to complete a minimum of 60 credits from one of the three pathways in year 1 and then a minimum of 60 credits in year 2.

Candidates can transfer in the level 3 or level 4 'Preparing to Teach in the Lifelong Learning Sector' if they have already completed these units. The same applies to any other unit that has the same QCA number as a unit within the Diploma structure.

The diagram below indicates both mandatory and optional units that are available to centres. More 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.

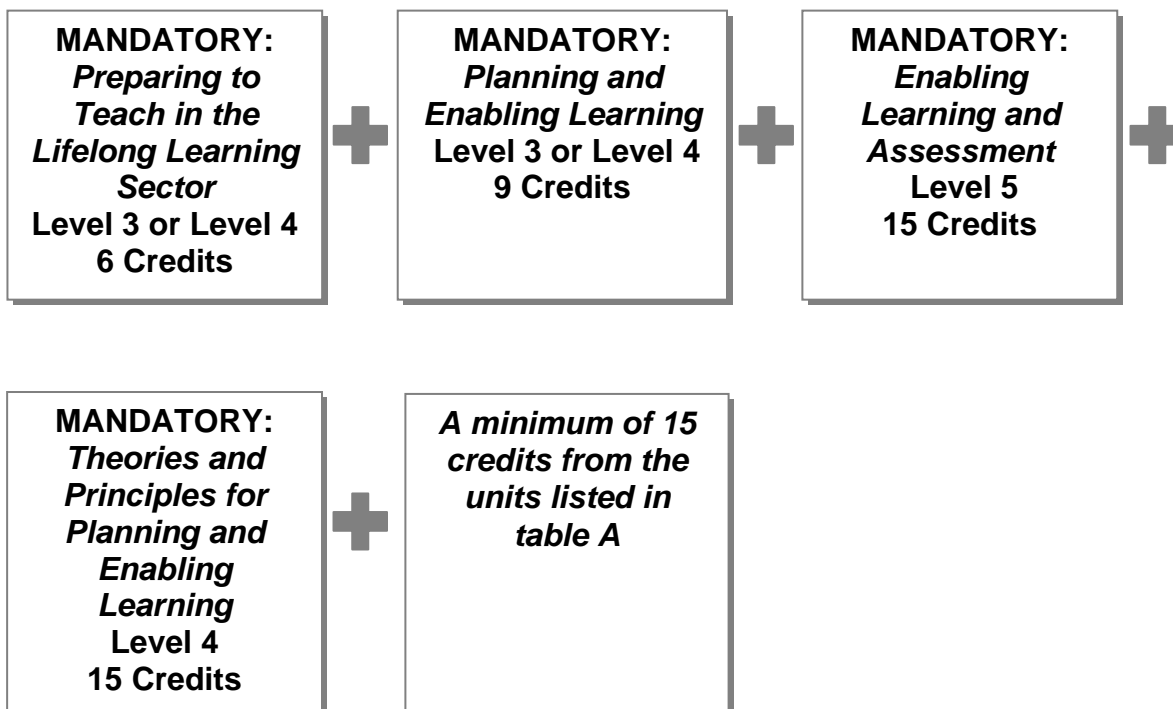
3.2 OCR available units for Level 5 Diplomas in Teaching in the Lifelong Learning Sector (Table A)

OCR unit	Title	QCA number	Credit value	Level
1	Preparing to teach in the lifelong learning sector	M/500/4418	6	Level 3
2	Planning and Enabling Learning	T/500/8955	9	Level 3
5	Preparing for the Coaching Role	M/500/8968	3	Level 3
6	Preparing for the Mentoring Role	D/500/8965	3	Level 3
7	Preparing to Teach in the Lifelong Learning Sector	Y/500/8947	6	Level 4
8	Planning and Enabling Learning	D/500/8979	9	Level 4
10	Equality and Diversity	H/500/8983	6	Level 4
13	Preparing for the Coaching Role	M/500/8968	3	Level 4
14	Preparing for the Mentoring Role	D/500/8965	3	Level 4
12	Specialist Delivery Techniques and Activities	Y/500/8995	6	Level 4
15	Delivering Employability Skills	K/500/8984	6	Level 4
16	Enabling Learning and Assessment	Y/500/9886	15	Level 5
17	Theories and Principles for Planning and Enabling Learning	D/500/9887	15	Level 4
18	Inclusive Practice	Y/500/9922	15	Level 4
19	Teaching a Specialist Subject	K/500/9925	15	Level 4
20	Developing and Managing Resources within the Lifelong Learning Sector	F/500/9901	15	Level 4
21	Managing and Responding to Behaviours in a Learning Environment	H/500/9924	15	Level 4
22	Effective Partnership Working in the Learning and Teaching Context	L/500/9903	15	Level 4
23	Action Research	A/500/9900	15	Level 5
24	Inclusive Practice	T/500/9927	15	Level 5
25	Developing and Managing Resources within the Lifelong Learning Sector	J/500/9902	15	Level 5
26	The Lifelong Learning Sector	D/500/9923	15	Level 5
27	Effective Partnership Working in the Learning and Teaching Context	R/500/9904	15	Level 5
28	Planning and Enabling Learning for Learners with Cognitive Learning Difficulties	T/501/0172	15	Level 5
29	Enabling Learner Independence and Self Determination	A/501/0173	15	Level 5
30	Continuing Personal and Professional Development	H/500/9888	15	Level 5
31	Curriculum Design for Inclusive Practice	K/500/9889	15	Level 5
32	Wider Professional Practice	A/500/9895	15	Level 5
33	Numeracy and the Learners	A/601/8235	15	Level 5
34	Developing Numeracy Knowledge and Understanding	T/500/9961	15	Level 5
40	Literacy and the Learners	K/601/8232	15	Level 5
41	Literacy Theories and Frameworks	M/500/9957	15	Level 5
43	Literacy, ESOL and the Learners	M/601/8233	15	Level 5
50	Integrating Literacy, Language and Numeracy into the Learning of Vocational and other subjects	T/501/0169	6	Level 5

Part one

ALLOWED COMBINATIONS

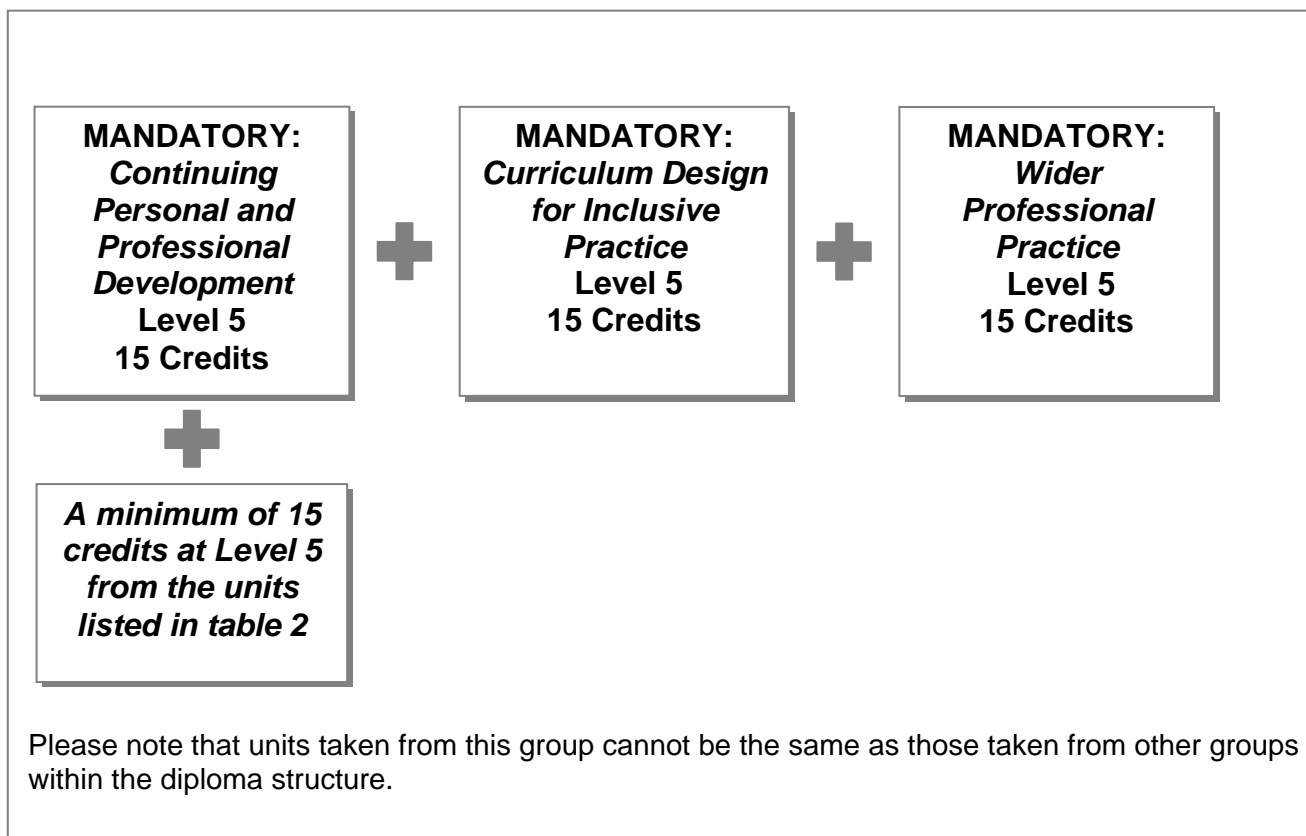
In **part one**, candidates must achieve a minimum of 60 credits. Candidates must complete the four mandatory units in part one. Part one must be completed before part two. In part two, candidates must achieve a minimum of 60 credits. Candidates must complete the three mandatory units in part two.



Optional units for part one (Table 1)

Unit	Unit Title	Credit Value	Level
5	Preparing for the Coaching Role	3	3
6	Preparing for the Mentoring Role	3	3
10	Equality and Diversity	6	4
12	Specialist Delivery Techniques and Activities	6	4
13	Preparing for the Coaching Role	3	4
14	Preparing for the Mentoring Role	3	4
15	Delivering Employability Skills	6	4
18	Inclusive Practice	15	4
19	Teaching a Specialist Subject	15	4
20	Developing and Managing Resources Within the Lifelong Learning Sector	15	4
21	Managing and Responding to Behaviours in a Learning Environment	15	4
22	Effective Partnership Working in the Learning and Teaching Context	15	4
23	Action Research	15	5
24	Inclusive Practice	15	5
25	Developing and Managing Resources Within the Lifelong Learning Sector	15	5
26	The Lifelong Learning Sector	15	5
27	Effective Partnership Working in the Learning and Teaching Context	15	5
28	Planning and Enabling Learning for Specialist Teachers of Learners with Cognitive Difficulties (excluding specialist dyslexia provision)	15	5
29	Enabling Learner Independence and Self Determination for Specialist Teachers of Learners with cognitive Learning Difficulties (excluding specialist dyslexia provision)	15	5
33	Numeracy and the Learners	15	5
34	Developing Numeracy Knowledge and Understanding	15	5
40	Literacy and the Learners	15	5
41	Literacy Theories and Frameworks	15	5
43	Literacy, ESOL and the Learners	15	5
50	Integrating Literacy, Language and Numeracy into the Learning of Vocational and other subjects	6	5

Part Two



Optional Units for Part Two (Table 2)

Unit	Unit Title	Credit Value	Level
22	Effective Partnership Working in the Learning and Teaching Context	15	4
23	Action Research	15	5
24	Inclusive Practice	15	5
25	Developing and Managing Resources Within the Lifelong Learning Sector	15	5
26	The Lifelong Learning Sector	15	5
29	Enabling Learner Independence and Self Determination	15	5
34	Developing Numeracy Knowledge and Understanding	15	5
41	Literacy Theories and Frameworks	15	5

3.3 Barred Combinations

Unit Title	Level	Credit Value	Restrictions
Preparing for the Coaching Role	3	3	Cannot be combined with L4 Preparing for the Coaching Role, with L3 or L4 Preparing for the mentoring Role within a single qualification
Preparing for the Mentoring Role	3	3	Cannot be combined with the L4 Preparing for the Mentoring Role, with L3 or L4 Preparing for the Coaching Role within a single qualification
Preparing for the Coaching Role	4	3	Cannot be combined with L3 Preparing for the Coaching Role, with L3 or L4 Preparing for the mentoring Role within a single qualification
Preparing for the Mentoring Role	4	3	Cannot be combined with the L3 Preparing for the Mentoring Role, with L3 or L4 Preparing for the Coaching Role within a single qualification
Equality and Diversity	4	6	Cannot be Combined with L3 Equality and Diversity within a single qualification
Specialist Delivery Techniques	4	6	None
Delivering Employability Skills	4	6	None
Inclusive Practice	4	15	Cannot be combined with L5 Inclusive Practice within a single qualification
Teaching a Specialist Subject	4	15	None
Developing and Managing Resources within the Lifelong Learning Sector	4	15	Cannot be combined with L5 Developing and Managing Resources within the Lifelong Learning Sector within a single qualification
Managing and Responding to Behaviours in a Learning Environment	4	15	Cannot be combined with L4 Managing Behaviours in the Learning Environment (6 credits)
Effective Partnership Working in the Learning and Teaching Context	4	15	Cannot be combined with L5 Effective Partnership Working in the Learning and Teaching Context within a single qualification
Action Research	5	15	None
Inclusive Practice	5	15	Cannot be combined with L4 Inclusive Practice within a single qualification
Developing and Managing Resources within the Lifelong Learning Sector	5	15	Cannot be combined with L4 Developing and Managing Resources within the Lifelong Learning Sector within a single qualification
The Lifelong Learning Sector	5	15	None
Effective Partnership working in the	5	15	Cannot be combined with L4 Effective

Learning and Teaching Context			Partnership working in the Learning and Teaching Context within a single qualification
Planning and Enabling Learning for Specialist Teachers of Learners with Cognitive Difficulties (excluding specialist dyslexia provision)	5	15	None
Enabling Learner Independence and Self Determination for Specialist Teachers of Learners with cognitive Learning Difficulties (excluding specialist dyslexia provision)	5	15	None
Numeracy and the Learners	4	15	Cannot be used in L3 or L4 CTLLS
Developing Numeracy, Knowledge and Understanding	5	15	Cannot be used in L3 or L4 CTLLS
Literacy and the Learners	4	15	Cannot be used in L3 or L4 CTLLS
Literacy, Theories and Frameworks	5	15	Cannot be used in L3 or L4 CTLLS
Literacy, ESOL and the Learners	4	15	Cannot be used in L3 or L4 CTLLS
Integrating Literacy, Language and Numeracy into Learning of Vocational and other Subjects	5	6	Cannot be used in L3 or L4 CTLLS

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.qualifications@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 Certificates 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