

Qualification Guide

OCNLR Level 4 Certificate in Education and Training

OCN London Qualification Guide

OCNLR Level 4 Certificate in Education and Training
Qualification No: 601/5775/6

OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness. We are proud of our long-term role and unique history in providing innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

At the heart of what OCN London offers is:

- a commitment to inclusive credit-based learning;
- the creative use of credit with responsive, demand-led qualification development;
- high quality service and support;
- respect for and encouragement of diversity – in learners and learning approaches, partners and settings;
- the development of people, capacity and resources that will ensure effective business partnerships.

To navigate within this Qualification Guide

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General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 4 Certificate in Education and Training**. It makes reference to the curriculum areas covered and identifies the learners for whom the qualification has been developed. The guide also covers important aspects of assessment and moderation that are particular to the qualification. The guide should be used by all involved in the delivery and assessment of the qualification. The Account Manager for your Centre will provide support and advice on how to seek approval to offer the qualification.

If you are not yet an OCN London Approved Centre but wish to use this qualification, then please contact us on enquiries@ocnlondon.org.uk for details of the Centre Approval application process.

Qualification Overview

The **OCNLR Level 4 Certificate in Education and Training** qualification has been developed as a replacement qualification for the Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS). It is a first-stage teaching qualification that has been designed for individuals working or intending to work as teachers or trainers in England.

The **OCNLR Level 4 Certificate in Education and Training** qualification is regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF). It is not a licence to practise.

Qualification details

This Qualification is also available at level three.

Level 4 Certificate

- Qualification Number: 601/5775/6
- Qualification credit value: 36
- Operational start date: 1st April 2015
- Review date: 28th November 2026
- Total Qualification Time (TQT): 360
- Guided Learning Hours (GLH): 140
- Assessment requirements: internally assessed, internally and externally moderated

Purpose of the qualification

The purpose of the **OCNLR Level 4 Certificate in Education and Training** qualification has a clear focus on practical teaching skills and has a minimum requirement of 30 hours' teaching practice.

The qualification provides the practical skills and knowledge required by teachers and trainers in the further education and skills sector.

Who the qualification is for

The **OCNLR Level 4 Certificate in Education and Training** qualification is suitable for individuals who:

- are currently teaching or training in any learning environment and wish to have their experience and skills formally recognised in the form of a qualification;
- are not currently teaching, but want to work as teachers or trainers and can meet the 30 hours' observed and assessed practice requirements;
- have achieved the Level 3 Award in Education and Training;
- are currently working as assessors who wish to achieve a teaching qualification.

Entry guidance

The minimum age for access to the qualifications is 19 years. Learners should have appropriate levels of literacy, numeracy and ICT skills. There are no other formal requirements for entry to the qualifications, but learners must have suitable qualifications or experience in the subject they wish to teach.

Additional information

For the Level 4 Certificate, learners must undertake an initial assessment of their skills in English, Mathematics and ICT. Development needs should be recorded and, if required, an action plan should be put in place to address them.

Progression and related qualifications

This qualification provides continuing professional development for learners to progress into employment as teachers or trainers, or to higher level Education and Training qualifications, including specialist Level 5 teaching qualifications such as ESOL, Functional Skills or teaching learners with disabilities.

Structure of the qualification

Rules of combination for achievement

The **OCNLR Level 4 Certificate in Education and Training** qualification comprises mandatory and optional units. Learners must achieve 36 credits in total.

- 21 credits must be taken from the Mandatory Group A units
- 15 credits from Optional Group b
- A minimum of 21 credits must be at Level 4 or above.

Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
Mandatory Group A					
F/505/0125	GB1/4/LQ/003	Assessing learners in education and training	4	6	24
M/505/0122	GB1/4/LQ/001	Delivering education and training	4	6	24
A/505/1189	GB1/4/LQ/004	Planning to meet the needs of learners in education and training	4	3	15
H/505/0053	GB1/3/LQ/007	Understanding roles, responsibilities and relationships in education and training	3	3	12
L/505/0127	GB1/4/LQ/002	Using resources for education and training	4	3	15
Optional Group B					
M/503/5376	GB1/5/LQ/001	Action learning to support development of subject specific pedagogy	5	15	50
T/503/5380	GB1/5/LQ/002	Action research	5	15	50
J/503/4850	GB1/3/LQ/013	Analysing English language for literacy and language teaching	3	3	15
H/601/5314	GA9/3/LQ/002	Assess occupational competence in the work environment	3	6	30
F/601/5319	GA9/3/LQ/003	Assess vocational skills, knowledge and understanding	3	6	30
F/505/0187	GB1/3/LQ/020	Assessment and support for the recognition of prior learning through the	3	6	30

		accreditation of learning outcomes			
M/505/1089	GB1/4/LQ/013	Delivering employability skills	4	6	20
A/502/9547	GB1/4/LQ/005	Develop and prepare resources for learning and development	4	6	25
M/502/9545	GB1/4/LQ/006	Develop learning and development programmes	4	6	30
H/505/1090	GB1/5/LQ/003	Developing, using and organising resources in a specialist area	5	15	50
Y/503/5310	GB1/4/LQ/014	Effective partnership working in the learning and teaching context	4	15	50
F/502/9551	GB1/3/LQ/010	Engage learners in the learning and development process	3	6	30
Y/502/9555	GB1/3/LQ/011	Engage with employers to develop and support learning provision	3	6	25
D/502/9556	GB1/4/LQ/007	Engage with employers to facilitate workforce development	4	6	30
Y/503/5789	GB1/4/LQ/015	Equality and diversity	4	6	25
K/505/1091	GB1/4/LQ/016	Evaluating learning programmes	4	3	15
K/502/9544	GB1/3/LQ/012	Identify individual learning and development needs	3	3	24
H/502/9543	GB1/4/LQ/008	Identify the learning needs of organisations	4	6	30
L/503/5384	GB1/4/LQ/017	Inclusive practice	4	15	50
A/601/5321	GA9/4/LQ/002	Internally assure the quality of assessment	4	6	45
A/502/9550	GB2/4/LQ/004	Manage learning and development in groups	4	6	30
M/505/3912	GB1/5/LQ/004	Managing behaviours in a learning environment	5	6	20
J/505/0188	GB1/4/LQ/018	Preparing for the coaching role	4	3	15
L/505/0189	GB1/4/LQ/019	Preparing for the mentoring role	4	3	15
T/505/1093	GB1/4/LQ/020	Preparing for the personal tutoring role	4	3	15
L/504/0231	GB1/4/LQ/021	Principles and practice of lipreading teaching	4	12	48
R/503/4852	GB1/3/LQ/014	Reading skills for literacy and language teaching	3	3	15

D/503/4854	GB1/3/LQ/015	Speaking and listening skills for literacy and language teaching	3	3	15
R/504/0229	GB1/4/LQ/022	Specialist delivery techniques and activities	4	9	30
J/505/1096	GB1/4/LQ/023	Teaching in a specialist area	4	15	50
Y/505/1099	GB1/4/LQ/024	Understanding and managing behaviours in a learning environment	4	6	20
F/601/5322	GB1/4/LQ/011	Understanding the principles and practices of externally assuring the quality of assessment	4	6	45
T/601/5320	GA9/4/LQ/001	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45
T/503/4861	GB1/3/LQ/019	Using mathematics: academic subjects	3	6	30
A/503/4859	GB1/3/LQ/017	Using mathematics: personal and public life	3	6	30
L/503/4863	GB1/3/LQ/018	Using mathematics: professional and vocational contexts	3	6	30
D/505/1105	GB1/4/LQ/025	Working with the 14-19 age range in education and training	4	9	30
K/503/4856	GB1/3/LQ/016	Writing skills for literacy and language teaching	3	3	15

For unit content please click the Ofqual Unit Reference Number

Assessment and Moderation

Assessment process

The assessment process for this qualification is as follows:

- The learners are assessed through activities that are internally set by tutor assessors;
- The activities must be designed to enable learners to meet the assessment criteria of the unit;
- Learners' portfolios of assessed evidence must be internally moderated at the Centre;
- The portfolios of assessed evidence will be externally moderated by an OCN London External Moderator.

There is no additional external assessment for this qualification.

Devising assessments

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as 'Optional' or 'O') and/or must (indicated as 'Prescribed' or 'P') be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Centre devised assessments should be scrutinised by the Internal Moderator before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the External Moderator to ensure reliability and validity of assessment.

Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learner's own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards in relation to assessment. It:

- compares assessment judgements from different tutor/assessors;
- promotes consistent judgements by different tutor/assessors;
- identifies good practice in assessment;
- promotes the sharing of good practice in assessment between centre staff.

Standardisation events should be held periodically within centres to ensure consistent and effective assessment practice. Standardisation events may also be held by OCN London and it is a requirement that each Centre offering units from this qualification must contribute assessment materials and learners' evidence for standardisation, if requested.

OCN London will notify Centres of the required sample for standardisation purposes and assessment materials, learners' evidence and tutor feedback may be collected by External Moderators.

Learners with particular requirements

If learners have particular requirements the Centre should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found on our website at: [Access to Fair Assessment Policy and Procedure](#) and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

Requirements for tutor/assessors

To be sufficiently competent

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency of the units they are assessing. This competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Expert witnesses can be used where they have suitable expertise for specialist areas. The use of expert witnesses should be determined and agreed by the assessor.

To be sufficiently knowledgeable

Each assessor should possess relevant knowledge and understanding of the subject and so be able to make robust and reliable assessment decisions in relation to the subject.



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