



Qualification Guide

OCNLR Level 5 Award in Observing Teaching and Learning



OCN London Qualification Guide

OCNLR Level 5 Award in Observing Teaching and Learning
Qualification No: 601/8321/4

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 responsive, innovative learning solutions and qualifications for disadvantaged groups to meet the needs of learners not met by other Awarding Organisations.

At the heart of what OCN London offers is:

- A commitment to inclusive credit-based learning;
- Facilitating the creative use of credit with responsive, demand-led qualification development;
- Ensuring a robust business base through increasing learner registration/credit achievement and providing high quality service and support;
- Respect for and encouragement of diversity - in learners and learning approaches, partners and settings;
- Developing people, capacity and resources that will ensure effective business partnerships.

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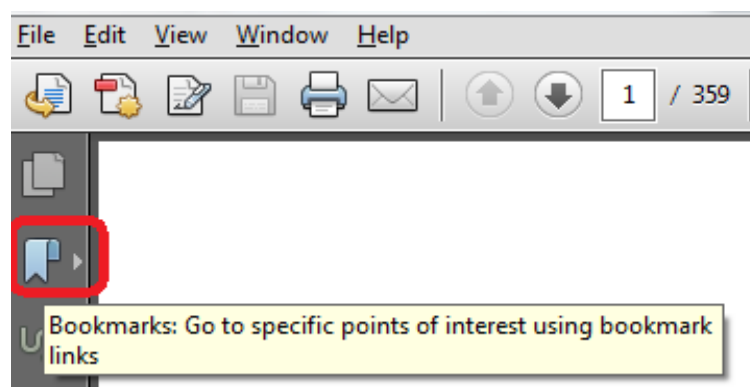
1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 5 Award in Observing Teaching and Learning**. It makes reference to the curriculum areas covered, identifies the learners for whom the qualification has been developed and specifies the rules of combination for achievement of the qualification. The guide also covers any important aspects of assessment and moderation that are particular to this qualification. The guide should be used by all of those involved in the delivery and assessment of the qualification.

The Curriculum Development Manager (CDM) for your centre will provide support and advice on how to seek approval to offer this qualification. Please contact the main switchboard for the name of your CDM if you do not already know it. If you are not yet an OCN London Recognised Centre but wish to use this qualification, then please contact OCN London for details of the Centre Recognition Application process.

Helpful Hint for this Guide

The contents of this guide are bookmarked. The best way to use it is to download the PDF file then click on the ***Adobe** symbol to enable bookmarks and use them to navigate through the document:



Follow this link to enable bookmarks in [Adobe Reader](#)



2 Qualification Overview

The **OCNLR Level 5 Award in Observing Teaching and Learning** has been designed for practitioners involved in the observation of teaching and learning of both newly qualified and experienced tutors. It focuses on the practical skills involved in undertaking observation in a variety of settings and tutor groups and offers opportunities to review organisational OTL policy or to develop underpinning knowledge to support own practice.

The **OCNLR Level 5 Award in Observing Teaching and Learning** is accredited by Ofqual, the qualifications regulators for England and Northern Ireland and is part of the Registered Qualifications Framework (RQF).

2.1 Qualification level

Level 5

- Qualification Number: 601/8321/4
- Qualification credit value: 9
- Operational start date: 1st February 2016
- Review date: 31st January 2021
- Total Qualification Time (TQT): 72 hours
- Guided Learning Hours (GLH): 23 hours
- Assessment requirements: Internally assessed, internally and externally moderated.

2.2 Purpose of the qualification

The purpose of this qualification is to provide a flexible range of learning opportunities for educational professionals to conduct observations of work-based teaching practice in order to assess the performance of tutors and provide feedback to improve performance.

The units are divided into mandatory and optional areas to enable learners to follow a programme which is tailored to their current work and development needs and/or future career aspirations.

2.3 Who the qualification is for

This qualification is suitable for work-based practitioners involved in observing teaching and learning.

2.4 Entry guidance

The minimum age for access to the qualification is 21 years.

2.5 Additional information

Benchmark assessments have been developed for this qualification and are available to centres that have registered learners. Please contact your Curriculum Development Manager (CDM) for further details.

2.6 Progression and related qualifications

This qualification enables practitioners to gain accreditation for continuing professional development in observation in teaching and learning which may allow them to progress to a higher level qualification or to secure or maintain their employment at professional or managerial levels within education.

3 Structure of the Qualification

3.1 Rules of combination for achieving the qualification

The **OCNLR Level 5 Award in Observing Teaching and Learning** consists of 1 mandatory unit and 2 optional units. In order to gain the Award, learners must achieve 9 credits at Level 5.

3.2 Qualification units

OCNLR Unit Code	Ofqual Unit Reference Number	Unit Title	Mandatory or Optional	Credit Value	Level
GB7/5/LQ/001	K/507/1177	Observing Teaching and Learning Practice	Mandatory	6	5
GB7/5/LQ/002	M/507/1181	Underpinning Knowledge and Skills of Observing Teaching and Learning	Optional	3	5
GB7/5/LQ/003	K/507/1180	Understanding the Context of Observing Teaching and Learning (OTL)	Optional	3	5

For Unit Content please click on the Ofqual Unit Reference Number

4 Assessment and moderation

4.1 Assessment process

The assessment process for the **OCNLR Level 5 Award in Observing Teaching and Learning** 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 verified at the Centre;
- The portfolios of assessed evidence will be externally verified by an OCN London Centre Moderator.

There is no additional external assessment for this qualification.

4.2 Devising assessments

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

OCN London has developed benchmark assessments for each of the units in this qualification. It is not a mandatory requirement for centres to use these assessments, but those who wish to use them to assess learners may do so.

If centres do not use the OCN London devised benchmark assessments, they must demonstrate that their own assessments are to the same standard.

All assessments – whether using benchmarks or otherwise – must be internally assessed. OCN London does not offer an externally marked service for these.

Extracts from the OCN London assessment guidance relevant to

the units in this qualification are in the **Appendix A** of this qualification guide. The guidance includes a general description of the activity and the type of evidence that is appropriate. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

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.

4.3 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.

4.4 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, it:

- Establishes statements on the standard of evidence required to meet assessment criteria for units in OCN London qualifications;
- Identifies good practice in assessment;
- Makes recommendations on assessment practice.

It is a requirement of the Centre Recognition process that each centre offering the units from the 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 Centre Moderators. Outcomes from standardisation will be made available to centres.

4.5 Learners with particular requirements

If you have learners with particular requirements you 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.

4.6 Requirements for assessors

Assessors of the qualification are expected to be:

Occupationally 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 occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Expert witnesses can be used where they have occupational expertise for specialist areas.

Occupationally knowledgeable

Each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency.

Appendix A OCNLR Assessment Guidance

<p>Practical demonstration A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.</p>	
Activity	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.
Assessed by	Assessment through tutor/peer observation, one to one tutorial, discussion and self-assessment
Evidence	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio/video/ photographic record and learner log.

<p>Practice file A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and/or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.</p>	
Activity	Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.
Assessed by	Assessed through discussion with the tutor.
Evidence	Evidence could include structured file with tutor feedback.

Reflective log or diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

Activity	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge/skills, their own learning style and what else they need to learn.
Assessed by	Assessed by learner, discussed with the tutor.
Evidence	Evidence could include written log/diary, tutorial notes and tutor record.

Report

A record of an activity and/or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

Activity	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written.
Assessed by	Assessed by tutor and or peers for an oral presentation.
Evidence	Evidence could include written report with tutor feedback or plan for oral presentation with peer and/or tutor feedback.

Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

Activity	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Learners will include reflection or evaluation on the application of the topic content (GL = 1200 words).
Assessed by	Assessment through self-assessment and tutor assessment.
Evidence	Evidence could be; tutor record, learner record, summary of feedback or completed work.



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