



Qualification Specification for:

OCN NI Level 4 Certificate in Teaching: Adult and Continuing Education

➤ **Qualification No: 603/1182/4**

Qualification Regulation Information

Qualification Title: OCN NI Level 4 Certificate in Teaching: Adult and Continuing Education

Qualification Number: 603/1182/4

Operational start date: 15 March 2017
Operational end date: 28 February 2027
Certification end date: 28 February 2031

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. Learners have up to 4 years after this date to complete the qualification and claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

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Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualification:

→ **OCN NI Level 4 Certificate in Teaching: Adult and Continuing Education**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualification
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ocnni.org.uk

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

Contents

About Regulation	6
OCN NI.....	6
Qualification Overview	7
Sector Subject Area	7
Qualification Aim	7
Qualification Objectives.....	7
Assessment.....	7
Grading	7
National Occupational Standards	7
Qualification Target Group	8
Progression Opportunities.....	8
Entry Requirements.....	8
Delivery Languages.....	8
Centre Requirements for Delivering the Qualification.....	9
Centre Recognition and Qualification Approval	9
Centre Staffing	9
Tutors	9
Assessors.....	9
Internal Verification.....	10
Structure and Content	11
Unit Details	12
Unit 1	12
Unit 2.....	13
Unit 3.....	15
Unit 4.....	17
Assessment.....	18
Observation of Practice	23
Quality Assurance of Centre Performance	25
External Verification	25
Standardisation	25
Retention of Evidence	25

Administration.....	26
Registration	26
Certification	26
Charges.....	26
Equality, Fairness and Inclusion.....	26

About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

For further information about the RQF see:

<https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/>

Qualification Overview

Sector Subject Area

13.1 Teaching and Lecturing

This qualification is mapped to the National Occupational Standards for Learning and Development. <http://www.excellencegateway.org.uk/content/eg6225>

Qualification Aim

The aim of the OCN NI Level 4 Certificate in Teaching: Adult and Continuing Education provide an introduction to teaching for those working in, or intending to work in, post compulsory education as a teacher or trainer.

Qualification Objectives

The objectives of the qualification are to enable learners to:

- Develop knowledge and understanding about current good practice in teaching and learning
- Develop the skills necessary to manage the learning environment and plan, deliver, assess and evaluate learning activities
- Evaluate their own teaching practice

Learners will develop skills and knowledge to prepare them for managing classrooms and the learning environment, planning and delivering effective learning activities, including making appropriate use of technology enhanced learning, and assessing learner performance.

Assessment

Assessment of this qualification is by internally set and internally marked and verified assessments which are subject to external moderation/verification.

Grading

Grading for this qualification is pass/fail.

National Occupational Standards

This qualification has been mapped to the Lifelong Learning UK National Occupational Standards for Learning and Development.

Qualification Target Group

This qualification is targeted at those intending to work as tutors in education and training sector organisations or community organisations, or those already employed by these organisations to deliver educational, training or personal development programmes. It is designed for adults who:

- have not attained a level 4 (or above) teaching qualification
- are employed as a part time or sessional lecturer in further education colleges or are intending to work in this capacity
- are employed to deliver courses in community based organisations or are intending to work in this capacity

Progression Opportunities

Learners may consider progression to training qualifications at level 5 and above or teaching qualifications at level 6 or above where they meet the entry requirements. In Northern Ireland teaching qualifications which enable the learner to achieve Qualified Teacher Status are provided by Queen's University Belfast, the Ulster University, St Mary's University College and Stranmillis University College. Those working as part time/sessional tutors in further education may consider progression to the Ulster University's Certificate in Teaching.

Entry Requirements

Age - Learners must be over 19.

Qualifications - Learners must have:

- GCSE English and Maths (Grade C or above) or equivalent level 2 qualifications
- A recognised/regulated qualification in their subject discipline at level 4 or above. Exception: centres may accept learners with a level 3 subject specialism where this is the highest level of qualification available.

Practice - Learners must be able to complete a minimum practice requirement of 20 hours. Learners should have in place a contractual arrangement with an organisation to deliver a programme of learning in their specialist subject to one or more class groups. Class groups should preferably be within the range of 8-16 learners.

Delivery Languages

This qualification is available in English only at this time. If you wish to offer the qualification in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

New and existing OCN NI Recognised centres must apply for and be granted approval to deliver the qualification prior to the commencement of delivery.

Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:

- Centre contact
- Programme Co-ordinator
- Tutor
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for their own assessments.

Centres must ensure that staff delivering, assessing and internally verifying the qualification are both qualified to teach in Northern Ireland and competent to do so.

Tutors

Tutors delivering this qualification must:

- hold a minimum of a Level 5 teaching or training qualification
- have at least three years' teaching experience

It would be desirable for tutors to have experience in providing train the trainer/teacher training programmes.

Assessors

OCN NI qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence. The centre must agree an assessment plan with OCN NI to be given approval to deliver the qualification.

Assessors must:

- hold a minimum of a Level 5 teaching or training qualification
- have at least three years' teaching experience
- have direct or related relevant experience in assessment
- have a sound understanding of the current National Occupational Standards (NOS)

Assessors are required to:

- assess all assessment tasks and activities

It would be desirable for assessors to have experience in providing train the trainer/teacher training programmes.

Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained centre internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualification.

Internal Verifiers must:

- hold a minimum of a Level 5 teaching or training qualification
- have at least three years' teaching experience
- have direct or related relevant experience in assessment and verification
- attend OCN NI's internal verifier training

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

It would be desirable for internal verifiers to have experience in providing train the trainer/teacher training programmes.

Structure and Content

OCN NI Level 4 Certificate in Teaching: Adult and Continuing Education

Learners must successfully complete the following 4 mandatory units to achieve the qualification for a total of 15 credits.

Total Qualification Time (TQT) for this qualification: 150 hours

Guided Learning Hours (GLH) for this qualification: 75 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
R/615/5410	CBD781	Managing the Learning Environment	30	3	Four
Y/615/5411	CBD782	Planning and Delivering Learning Activities	60	6	Four
D/615/5412	CBD783	Assessing Learners and Learning	50	5	Four
H/615/5413	CBD784	Evaluating own Teaching Practice	10	1	Four

For reference RQF Level 4 Descriptors

<i>Knowledge descriptor (the holder...)</i>	<i>Skills descriptor (the holder can...)</i>
<p><i>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</i></p> <p><i>Can analyse, interpret and evaluate relevant information and ideas.</i></p> <p><i>Is aware of the nature of approximate scope of the area of study or work.</i></p> <p><i>Has an informed awareness of different perspectives or approaches within the area of study or work.</i></p>	<p><i>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</i></p> <p><i>Review the effectiveness and appropriateness of methods, actions and results.</i></p>

Unit Details

Unit 1

Title	Managing the Learning Environment	
Level	Four	
Credit Value	3	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBD781	
Unit Reference No	R/615/5410	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to manage the learning environment to maximise opportunities for learning		
Content <i>Roles and Responsibilities of the teacher; key aspects of legislation including H&S, equality and safeguarding; record keeping. Attitudes and barriers to learning; behaviours that impact on learning and the learning environment. Active management of the learning environment; management strategies; managing behaviour Communicating with learners; engaging, motivating and supporting learners Reviewing and adapting the learning environment to improve learning outcomes</i>		
Learning Outcomes	Assessment Criteria	Assessment
1. Understand how to create and manage a safe and positive learning environment	1.1. Explain what is meant by 'effective management' within a classroom environment 1.2. Analyse a variety of factors and behaviours that may impact on the learning environment and learning process 1.3. Analyse a range of approaches for adapting the learning environment to maximise learning	Internally set, internally marked, externally moderated 100% coverage of the AC Three assignments Practical demonstration
2. Be able to create and manage a safe and positive learning environment	2.1. Choose appropriate strategies to create and manage a safe and positive classroom environment 2.2. Select and use appropriate techniques to adapt the learning environment to encourage learning. 2.3. Demonstrate behaviours to engage and support learners.	
NOS Learning and Development 2 KU 1,2,3,4,6,11,12 PC 6.1,6.7 KU 1-13		
Additional information: Minimum of 1 observation of practice		
Assessment evidence requirements		
The evidence portfolio must demonstrate 100% coverage of the assessment criteria. It should include as a minimum: <ul style="list-style-type: none"> Theory and practice assignments Observation report 		

Unit 2

Title	Planning and Delivering Learning Activities	
Level	Four	
Credit Value	6	
Guided Learning Hours (GLH)	25	
OCN NI Unit Code	CBD782	
Unit Reference No	Y/615/5411	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to design and deliver a programme of learning to meet a specific set of objectives		
Content		
<i>Teaching and learning methodologies – benefits, limitations and effectiveness in different learning contexts</i>		
<i>Setting aims and objectives (SMART); key features of a Learning Plan(LP)/Scheme of work(SOW)</i>		
<i>Structuring and preparing the LP/SOW to meet objectives and internal and external requirements; planning safe and inclusive learning</i>		
<i>Selecting and preparing teaching and learning resources; selecting and using Technology Enhanced Learning (TEL) based resources</i>		
<i>Preparing for delivering learning; using and adapting the LP/SOW to improve teaching and learning outcomes</i>		
Learning Outcomes	Assessment Criteria	Assessment
1. Be able to design a programme of learning to meet a specific set of objectives	1.1. Evaluate a range of teaching/training methodologies in terms of their effectiveness in the classroom 1.2. Evaluate a range of resources including Technology Enhanced Learning (TEL) in terms of their effectiveness in the classroom. 1.3. Design a learning plan/scheme of work incorporating appropriate teaching/training methodologies to meet the set objectives.	Internally set, internally marked, externally moderated 100% coverage of the AC Two assignments Learning Plan/Scheme of Work Practical demonstration
2. Be able to deliver a programme of learning to meet a specific set of objectives	2.1. Research and prepare a range of teaching and learning activities for the chosen teaching/training methodologies 2.2. Incorporate the chosen teaching and learning activities into the learning plan/scheme of work 2.3. Use the teaching/training methodologies and teaching and learning activities to: <ul style="list-style-type: none"> • deliver the programme of learning • engage and support learners 	
NOS Learning and Development PC 3.1,3.2,3.3,3.4 KU 1,3,4,5,7,8,9,11 PC 5.1,5.2,5.3,5.5 KU 2,4,6,9,10,14 PC 6.1,6.3,6.4,6.6 KU 1,2,3,4,5,7,8,9 PC 7.1,7.2,7.4,7.5,7.6 KU 3,5,6,7,8,11		

PC 8.1,8.3,8.4,8.6,8.7,8.8 KU 1-10, 14,15

Additional information:

Minimum of 1 observation of practice

Assessment evidence requirements

Learning plan/Scheme of Work for the full programme: minimum of 6 taught sessions

The evidence portfolio must demonstrate 100% coverage of the assessment criteria. It should include as a minimum:

- Theory and practice assignments
- Learning Plan/Scheme of work
- Observation report

Unit 3

Title	Assessing Learners and Learning	
Level	Four	
Credit Value	5	
Guided Learning Hours (GLH)	25	
OCN NI Unit Code	CBD783	
Unit Reference No	D/615/5412	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the function of assessment in the learning process and be able to carry out assessments		
Content		
<i>Purpose of assessment; forms of assessment including initial, diagnostic, formative and summative assessment.</i>		
<i>Methods of assessment – benefits and limitations of different methods;</i>		
<i>Questioning and Feedback</i>		
<i>Selecting appropriate assessment methods for the learning context</i>		
<i>Building in assessment to the LP/SOW</i>		
<i>Recording assessment decisions</i>		
Learning Outcomes	Assessment Criteria	Assessment
1. Understand the use of assessment in the learning process	1.1. Explain the purpose of the following forms of assessment: <ul style="list-style-type: none"> • Initial assessment • Diagnostic assessment • Formative assessment • Summative assessment 1.2. Analyse the use of and effectiveness of a range of assessment methods for the purposes of initial assessment, formative assessment and summative assessment.	Internally set, internally marked, externally moderated 100% coverage of the AC Two assignments Learning Plan/Scheme of Work Practical demonstration
2. Be able to carry out assessment using appropriate assessment methods for the learning context	2.1. Select suitable assessment methods for a given learning context, taking into account the learner group, learning programme and delivery constraints. 2.2. Incorporate suitable formative and summative assessment into a Learning Plan/Scheme of Work. 2.3. Demonstrate the use of assessment in the delivery of a learning programme. 2.4. Provide effective feedback to learners. 2.5. Maintain appropriate records of assessment.	
NOS Learning and Development PC 2.1,2.2,2.3,2.4 KU 1,2,3,4,6,11 PC 9.1,9.2,9.3,9.4,9.5,9.6 KU 1, 2,4-7,9,10,11,14		
Additional information: Minimum of 1 observation of practice		

Assessment evidence requirements

The evidence portfolio must demonstrate 100% coverage of the assessment criteria. It should include as a minimum:

- Theory and practice assignments
- Learning Plan/Scheme of work
- Observation report

Unit 4

Title	Evaluating own Teaching Practice	
Level	Four	
Credit Value	1	
Guided Learning Hours (GLH)	5	
OCN NI Unit Code	CBD784	
Unit Reference No	H/615/5413	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to evaluate their effectiveness in managing, delivering and assessing learning.		
Content <i>Evaluating teaching and learning; evaluation methodologies</i> <i>Planning evaluation and collecting evidence</i> <i>Making valid evidence based judgements and identifying areas for improvement</i>		
Learning Outcomes	Assessment Criteria	Assessment
1. Be able to evaluate own teaching practice	1.1. Evaluate the effectiveness of chosen: <ul style="list-style-type: none"> • management strategies • teaching methodologies • teaching and learning activities and resources including TEL • assessment methods 1.2. Evaluate the effectiveness of own learning plan/scheme of work	Externally set, internally marked, externally moderated 100% coverage of the AC One Self-Evaluation Report
NOS Learning and Development PC 13.1,13.3,13.5,13.7 KU 1,6,8,9,11		
Additional information: Evaluation of practice must cover a minimum of 4 taught sessions		
Assessment evidence requirements		
The evidence portfolio must demonstrate 100% coverage of the assessment criteria. It should include as a minimum: <ul style="list-style-type: none"> • Theory and practice assignments 		

Assessment

For all units in this qualification assessment evidence must cover all the Assessment criteria, ie there must be 100% coverage.

Minimum assignment and practice observation requirements are provided in the unit details. These are **minimum** requirements. A centre may wish to increase the number of assignments and observations of teaching practice to suit their programme of delivery and/or to ensure sufficient evidence is presented to demonstrate full coverage of the Assessment criteria.

The learner portfolio of evidence for the qualification must include, as a minimum:

Evidence of assessment	Requirements	Unit reference
Theory & practice assignments	7 assignments	
	Unit 1-3 assignments	Unit 1 LO1 AC 1.1, 1.2, 1.3
	Unit 2-2 assignments	Unit 2 LO1 AC 1.1, 1.2
	Unit 3-2 assignments	Unit 3 LO1 AC 1.1, 1.2
Learning Plan/Scheme of Work	One Learning Plan/Scheme of work	Unit 2 LO1 AC 1.3 LO2 AC 2.2
		Unit 3 LO2 AC 2.2
		Unit 4 LO1 AC1.2
Observation of teaching practice report	One observation report	Unit 1 LO2 AC 2.1, 2.2, 2.3
		Unit 2 LO2 AC 2.1, 2.3
		Unit 3 LO2 AC 2.1, 2.3, 2.4, 2.5
Self-evaluation report	One self-evaluation report	Unit 4 LO1 AC 1.1, 1.2

Assessment Guidance

Unit 1: Managing the Learning Environment

Learning Outcome 1

Assessors must prepare a minimum of 3 assignments to enable learners to meet the Assessment criteria.

AC 1.1 *Explain what is meant by effective management within a classroom environment.*

Responses must address a teacher's role and responsibilities in relation to health and safety, equality and safeguarding legislation and rules and regulations of the employing organisation, in addition to the management of resources, learners and learning.

AC 1.2 *Analyse a variety of factors and behaviours that may impact on the learning environment and learning process.*

Learners should consider a wide range of factors and behaviours but focus on those that they are mostly likely to encounter.

AC 1.3 *Analyse a range of approaches for adapting the learning environment to maximize learning.*

Learners must consider a minimum of 3 different approaches, most relevant to their working context.

Learning Outcome 2

AC 2.1-2.3 *Must be demonstrated by the learners during their delivery of a taught programme and assessed through observation by a qualified assessor.*

Unit 2: Planning and Delivering Learning Activities

Learning Outcome 1

AC 1.1 *Evaluate a range of teaching/training methodologies in terms of their effectiveness in the classroom.*

Learners must consider a minimum of 3 different methodologies, focusing on those that are most relevant for their specialised subject and working context.

AC 1.2 *Evaluate a range of resources including Technology Enhanced Learning (TEL) in terms of their effectiveness in the classroom.*

Learners should consider the majority of the types of resources available to aid delivery of their specialised subject. The evaluation of effectiveness must also consider cost.

AC 1.3 *Design a learning plan/scheme of work incorporating appropriate teaching/training methodologies to meet the set objectives.*

The learning plan/scheme of work must cover the full learning programme and incorporate a minimum of 6 taught sessions.

Learning Outcome 2

AC 2.1 *Research and prepare a range of teaching and learning activities for the chosen teaching/training methodologies.*

and

AC 2.2 *Incorporate the chosen teaching and learning activities into the learning plan/scheme of work*

The learning plan/scheme of work must clearly identify the chosen teaching and learning activities. This might take the form of an adapted version of the original learning plan/scheme of work or the original learning plan/scheme of work appropriately annotated.

Use of one or more of the chosen activities must be observed by the assessor during observed teaching practice.

AC 2.3 *Must be demonstrated by the learners during their delivery of a taught programme and assessed through observation by a qualified assessor.*

Unit 3: Assessing Learners and Learning

Learning Outcome 1

AC 1.1 Explain the purpose of the following forms of assessment:

- Initial assessment
- Diagnostic assessment
- Formative assessment
- Summative assessment

AC 1.2 Analyse the use of and effectiveness of a range of assessment methods for the purposes of initial assessment, formative assessment and summative assessment.

A 'range of assessment methods' – learners must consider a minimum of 6 different methods covering written, oral, practical and simulation.

There are various forms of assessment that an assessor may wish to choose from, including essay, structured question set or a structured template. This is indicative only and assessors have some choice in how they develop the assignment/s.

Example of a structured template for AC1.2

Assessment Method	Description of the method	Purpose/s it can be used for	Benefits	Limitations

Learning Outcome 2

AC 2.1 Select suitable assessment methods for a given learning context, taking into account the learner group, learning programme and delivery constraints.
and

AC 2.2 Incorporate suitable formative and summative assessment into a Learning Plan/Scheme of Work.

The learning plan/scheme of work must clearly identify the various assessment methods chosen and must state the purpose of each assessment, eg formative assessment.

AC 2.3-2-5 Must be demonstrated by the learners during their delivery of a taught programme and assessed through observation by a qualified assessor.

Unit 4: Evaluating own Teaching Practice

This unit must be delivered in the early part of a course to enable the learners to plan an approach to evaluating their practice and capture evidence.

This is an introduction to evaluating own practice. Learners are expected to understand and use a limited number of evaluation methods including student evaluation/feedback, results and outcomes of the learning activities/student success and assessor evaluation/feedback.

The evaluation must cover a minimum of 4 taught sessions.

Learning Outcome 1

AC 1.1 Evaluate the effectiveness of chosen:

- *management strategies*
- *teaching methodologies*
- *teaching and learning activities and resources including TEL*
- *assessment methods*

and

AC 1.2 Evaluate the effectiveness of own learning plan/scheme of work.

Assessors are advised to present this as a single assignment and to develop a structured template to prompt and guide learners. However, this approach is not mandatory and assessors may choose an alternative form of assignment or assignments.

Example of a structured template for AC 1.1 & 1.2. This is for indicative purposes only.

Topic: Management strategies		
Outline of activity		
What worked well	What could be improved	What evidence was used to make the judgement

Learner responses must show that they have used and interpreted the evidence gathered, in order to make a judgement about their performance.

Observation of Practice

For the achievement of units 1, 2 and 3 learners must be able to demonstrate skills and behaviours in managing, delivering and assessing learners and learning, as stipulated in the assessment criteria for each unit. A learner must be observed by a qualified assessor and deemed by that assessor to have demonstrated the required skills and behaviours.

There must be a minimum of one observation of practice but centres may increase the number of observations to suit their programme of delivery and/or to ensure sufficient evidence is presented to demonstrate full coverage of the assessment criteria.

There is no required minimum duration of observation. The requirement is that the assessor can confirm that all the skills and behaviours have been observed.

An observation report template is provided.

Observation Report

Learner name					
Subject/topic					
Date					
Duration of observation					
	Meets the required standard	More than meets the required standard	Further Development Required	Required improvements	
Characteristics	Pass	Pass	Fail		
LP/SoW prepared & used (or session plan aligned to LP/SoW)					
Planned session engaged learners					
Sound knowledge of the subject					
Good communication with learners					
Good use of formative (or summative) assessment					
Good feedback to learners					
Appropriate range of teaching methods used					
Appropriate teaching and learning activities/resources used					
Records of assessment maintained					
Good management of learners and learning					
Safe and inclusive learning environment created					
Overall feedback:					
Assessment decision: pass/fail			Date:		
Assessor name:					
Assessor signature:					

Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

Administration

Registration

A centre must register learners within 20 working days of commencement of this qualification.

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges

OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the OCN NI website.

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for this qualification.

For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

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