Qualification Specification for:

OCN NI Level 3 Certificate in Teaching in the Technical Vocational Education and Training Sector

➤ **Qualification No: 603/7906/6**

Qualification Regulation Information

OCN NI Level 3 Certificate in Teaching in the Technical Vocational Education and Training Sector

Qualification Number: 603/7906/6

Operational start date: 01 October 2021
Operational end date: 30 September 2026
Certification end date: 30 September 2029

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 and the certification end date is the last date by which learners can 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.

OCN NI Contact Details

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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 3 Certificate in Teaching in the Technical Vocational Education and Training Sector**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Unit details
- 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.

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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.

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).

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Qualification Summary

Sector Subject Area
13.1   Teaching and lecturing

NOS - Learning and Development

Qualification Aim
The OCN NI Level 3 Certificate in Teaching in the Technical Vocational Education and Training Sector has been designed to develop the skills and knowledge of individuals in order to deliver programmes in the Technical Vocational Education and Training (TVET) sector.

Qualification Objective
The OCN NI Level 3 Certificate in Teaching in the Technical Vocational Education and Training Sector has been designed to provide the learner with skills and knowledge to be able to:

- understand good practice in delivering programmes in the TVET sector
- plan, deliver, assess and evaluate learning activities
- facilitate appropriate learning environments that incorporate technology enabled learning (TEL)
- develop appropriate evaluation tools for TVET learning programmes

Grading
Grading for this qualification is pass/fail.

Qualification Target Group
The qualification is targeted at learners who wish to or are currently delivering programmes in the TVET sector.

Progression Opportunities
The OCN NI Level 3 Certificate in Teaching in the Technical Vocational Education and Training Sector enables progression onto higher level qualifications in this area or into employment.

Entry Requirements
There are no formal entry requirements for this qualification. Learners should however be at least 18 years of age.

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Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (https://www.ocnni.org.uk/my-account/), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

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

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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.

Tutors
Tutors must:
- hold a minimum of a Level 5 teaching or training qualification
- have at least one year's 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 one year's 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.

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The 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.

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 one year's teaching experience
- have direct or related relevant experience in assessment and verification
- attend OCN NI's internal verifier training

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 qualifications.

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.

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Structure and Content

In order to achieve the qualification the learner must complete all five mandatory units - 13 credits.

Total Qualification Time (TQT) for this qualification: 130 hours
Guided Learning Hours (GLH) for this qualification: 84 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory Units					
Y/618/8702	CBF528	Understanding Technical and Vocational Education and Training	1	7	Three
D/618/8703	CBF529	Planning and Delivering Learning	4	25	Three
H/618/8704	CBF530	Project Based Learning	4	24	Three
K/618/8705	CBF531	Assessing Learners	3	21	Three
M/618/8706	CBF532	Evaluation of Teaching Practice	1	7	Three

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Unit Details

Title	Understanding Technical and Vocational Education and Training
Level	Three
Credit Value	1
Guided Learning Hours (GLH)	7
OCN NI Unit Code	CBF528
Unit Reference No	Y/618/8702

Unit purpose and aim(s): This unit will enable the learner to understand the features, approaches, practices and benefits of Technical and Vocational Education and Training (TVET).

Learning Outcomes	Assessment Criteria
1. Understand the key features of the Technical and Vocational Education and Training (TVET).	1.1. Explain the key features of TVET, including: a) stakeholders b) drivers to the TVET system c) where TVET fits into the overall education system
2. Understand approaches and practices used in TVET.	2.1. Summarise different approaches used within the TVET sector. 2.2. Analyse best practices used in different TVET environments.
3. Understand the benefits of TVET.	3.1. Summarise the benefits of TVET, its importance and where it is applicable. 3.2. Explain using examples, the positive impact of TVET.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Planning and Delivering Learning
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF529
Unit Reference No	D/618/8703

Unit purpose and aim(s): This unit will enable the learner to understand how to plan, design and deliver learning.

Learning Outcomes	Assessment Criteria
1. Understand the how to plan learning.	1.1. Explain the role of the teacher. 1.2. Design a scheme of work and lesson plan for a selected subject choice. 1.3. Summarise the key features of five high impact teaching and learning methods. 1.4. Explain how to identify and address individual learner's needs. 1.5. Illustrate how to embed Technology Enhanced Learning (TEL) in the planning for learning process.
2. Understand how to design learning.	2.1. Explain how to develop a learner's soft skills. 2.2. Design an activity using TEL. 2.3. Evaluate three high impact teaching and learning methods for a given class of learners.
3. Understand how to deliver learning.	3.1. Demonstrate the use of the teaching and learning methods identified in AC 2.3. 3.2. Deliver the activity using TEL identified in AC 2.2. 3.3. Explain how to build positive working relationships between the TVET provider and learners. 3.4. Analyse strategies to effectively promote positive classroom management.

Assessment Guidance		

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Title	Project Based Learning
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF530
Unit Reference No	H/618/8704

Unit purpose and aim(s): This unit will enable the learner to understand how to plan for, use and evaluate Project Based Learning (PBL).

Learning Outcomes	Assessment Criteria
1. Understand Project Based Learning (PBL).	1.1. Explain what is meant by PBL including: a) how it is used in the classroom b) role of the teacher 1.2. Compare and contrast the advantages and disadvantages of using PBL as a teaching tool.
2. Understand how to plan for PBL.	2.1. 2.1 Design and plan for inclusion of a PBL programme to meet learning objectives including: a) creating a project b) embedding into the schemes of work and lesson plans c) use of real-world examples as learning pieces d) use of one technology enhanced learning (TEL) tool e) use of one blended learning method
3. Be able to use PBL in the classroom.	3.1. Deliver a PBL programme in line with the plan developed in AC 2.1.
4. Be able to evaluate own use of PBL in the classroom.	4.1. Evaluate effectiveness of own practice in using PBL identifying possible areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Assessing Learners
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF531
Unit Reference No	K/618/8705

Unit purpose and aim(s): This unit will enable the learner to understand the role of assessment and be able to use assessment methods.

Learning Outcomes	Assessment Criteria
1. Understand the role of assessment.	1.1. Explain the purpose of the following forms of assessment and how each of these could be used in the classroom environment to enhance student achievement: a) formative b) summative c) diagnostic d) initial assessment
2. Be able to use assessment methods.	2.1. Design a scheme of work and a lesson plan with formative and summative assessments. 2.2. Demonstrate two assessment methods within a given lesson considering the learner group and programme and delivery restrictions. 2.3. Explain how to track and maintain learner records of achievement. 2.4. Demonstrate how to effectively communicate feedback to learners.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Evaluation of Teaching Practice
Level	Three
Credit Value	1
Guided Learning Hours (GLH)	7
OCN NI Unit Code	CBF532
Unit Reference No	M/618/8706

Unit purpose and aim(s): This unit will enable the learner to understand how to evaluate teaching practice.

Learning Outcomes	Assessment Criteria
1. Be able to evaluate teaching practice.	1.1. Evaluate the following in relation to own teaching practice: a) lesson plans and schemes of work b) classroom management c) differentiation d) extension strategies e) assessment and feedback to students f) use of learning resources including Technology Enhanced Learning (TEL)

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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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 qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

The External Verifier will review the delivery and assessment of the qualifications. 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.

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Administration

Registration

A centre must register learners within 20 working days of commencement of a 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 centre login area of the OCN NI website.

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. 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.

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.

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