



Qualification Specification for:

OCN NI Level 4 Certificate in Remote Teaching for Lecturers

➤ **Qualification No: 610/0121/6**

Qualification Regulation Information

Qualification Title:	OCN NI Level 4 Certificate in Remote Teaching for Lecturers
Qualification Number:	610/0121/6
Operational start date:	15 November 2021
Operational end date:	02 November 2026
Certification end date:	02 November 2030

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.

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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 Remote Teaching for Lecturers**

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.ocni.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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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.

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).

Qualification Overview

Sector Subject Area

6.1 ICT for Practitioners

Qualification Aim

The aim of the OCN NI Level 4 Certificate in Remote Teaching for Lecturers is to improve remote teaching practice within the further and higher education sector. The qualification will support the continuing professional development of those teaching and working in further and higher education and/or the adult vocational and community education sector.

Qualification Objectives

The objectives of the qualification are to enable learners to understand:

- the principles and theories of remote teaching
- how remote assessment can be used and applied within own teaching practice
- how to design and deliver remote programmes of learning
- how to design and deliver asynchronous lessons

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.

Qualification Target Group

This qualification is targeted at those teaching and working in further and higher education, and/or the adult vocational and community education sector.

Progression Opportunities

Learners may consider progression to training/teaching qualifications at level 6 and 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.

Entry Requirements

Learners must be at least 19 years of age and have achieved GCSE English and Maths (Grade C or above) or equivalent level 2 qualifications. In addition, 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.

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 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 6 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 and teaching remotely.

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 6 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 and teaching remotely.

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 6 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 and teaching remotely.

Structure and Content

OCN NI Level 4 Certificate in Remote Teaching for Lecturers

Learners must successfully complete the following 4 mandatory units (20 credits) to achieve the qualification.

Total Qualification Time (TQT) for this qualification: 200 hours
 Guided Learning Hours (GLH) for this qualification: 114 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
R/650/0517	CBF592	Principles and Theories of Remote Teaching	3	18	Four
T/650/0518	CBF593	Remote Assessment of Learning	4	24	Four
Y/650/0519	CBF594	Remote Teaching Interactive Strategies	7	42	Four
F/650/0520	CBF595	Building Asynchronous Programmes	6	30	Four

Unit Details

Title	Principles and Theories of Remote Teaching	
Level	Four	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBF592	
Unit Reference No	R/650/0517	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles and theories of remote teaching.		
Learning Outcomes		Assessment Criteria
1. Understand remote teaching and other forms of online teaching.	1.1. Explain what is meant by remote teaching. 1.2. Critically compare, with examples remote teaching and blended learning. 1.3. Research the key theories relating to remote and online teaching.	
2. Know how remote teaching theories may influence teaching practice.	2.1. Research different theorists' work and how they may influence different types of remote teaching activities. 2.2. Critically compare the arguments for and against remote teaching practice. 2.3. Demonstrate theoretical work within own remote teaching practice in at least three different settings.	
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
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

Title	Remote Assessment of Learning	
Level	Four	
Credit Value	4	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF593	
Unit Reference No	T/650/0518	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how remote assessment can be used and applied within own teaching practice.		
Learning Outcomes	Assessment Criteria	
1. Understand remote assessment.	1.1. Explain the four pillars of assessment. 1.2. Critically compare remote assessment with traditional assessment taking account of formative and summative assessment.	
2. Understand remote assessment methods.	2.1. Explain different methods for assessing remotely. 2.2. Evaluate the advantages and disadvantages of using different technology enhanced learning (TEL) tools for formative assessment.	
3. Be able to carry out remote assessment using appropriate assessment methods.	3.1. Select with justification appropriate assessment methods for different learning contexts taking account of: a) the learner group b) the learning programme 3.2. Develop a scheme of work and lesson plan for a given learning programme including appropriate remote assessments. 3.3. Demonstrate the delivery of the learning programme identified in AC3.2 applying remote assessment methods and maintaining appropriate assessment records.	
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

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

Title	Remote Teaching Interactive Strategies
Level	Four
Credit Value	7
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF594
Unit Reference No	Y/650/0519
<i>Unit purpose and aim(s):</i> This unit will enable the learner to design and deliver a remote programme of learning that is interactive and engaging for learners in order to meet a specific set of objectives.	
Learning Outcomes	Assessment Criteria
1. Understand technology-enabled learning including different platforms and tools used.	1.1. Critically compare technology-enabled learning with technology-enhanced learning. 1.2. Critically compare synchronous, asynchronous, and polysynchronous remote teaching. 1.3. Explain the purpose, audience, and advantages and disadvantages of different technology-enabled learning platforms. 1.4. Evaluate how effective remote teaching differs within the following contexts: a) higher education b) further education c) post-primary
2. Understand how to make synchronous remote teaching interactive.	2.1. Explain how different technology-enhanced learning tools may be used to make synchronous remote teaching interactive. 2.2. Evaluate the advantages and disadvantages of using technology-enhanced learning tools for formative assessment.
3. Be able to plan and deliver interactive and engaging remote teaching programmes.	3.1. Plan interactive learning activities to be delivered remotely, taking account of: a) the learner group b) the learning programme 3.2. Develop a scheme of work and lesson plan for a given learning programme including appropriate remote activities. 3.3. Demonstrate the use of interactive and engaging synchronous and asynchronous activities in the delivery of the learning programme identified in AC 3.2.
4. Be able to evaluate remote teaching activities.	4.1. Evaluate the effectiveness of remote teaching activities using data from: a) technology-enabled learning platforms b) technology-enhanced learning tools

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
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

Title	Building Asynchronous Programmes	
Level	Four	
Credit Value	6	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CBF595	
Unit Reference No	F/650/0520	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to design and deliver asynchronous lessons as part of a programme of learning to meet a specific set of objectives.		
Learning Outcomes	Assessment Criteria	
1. Understand the principles underpinning synchronous, asynchronous, and polysynchronous programme design.	1.1. Research the principles of building effective asynchronous programmes including associated teaching activities. 1.2. Evaluate the advantages and disadvantages of the following in programme design: a) asynchronous b) synchronous c) polysynchronous	
2. Be able to plan and deliver asynchronous lessons.	2.1. Plan, develop and deliver a given asynchronous lesson taking account of: a) appropriate technology-enabled learning platforms b) technology-enhanced learning tools c) learner group d) learning programme	
3. Be able to evaluate asynchronous teaching.	3.1. Evaluate the effectiveness of asynchronous teaching activities including: a) using data from technology-enabled learning platforms b) using data from technology-enhanced learning tools c) learner engagement d) achievement of learning outcomes	
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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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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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 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.

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