



# INCLUSION



**Qualification Specification for:**

**OCN NI Level 4 Certificate in Supporting Individuals  
with Special Educational Needs and Disabilities**

➤ **Qualification No: 610/1513/1**

## Qualification Regulation Information

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### **OCN NI Level 4 Certificate in Supporting Individuals with Special Educational Needs and Disabilities**

Qualification Number: 610/1513/1

Operational start date: 15 September 2022

Operational end date: 31 August 2027

Certification end date: 31 August 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. The certificate end date is the last date by which learners can finish their 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.

### **OCN NI Contact Details**

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Phone: 028 9046 3990

Web: [www.ocnni.org.uk](http://www.ocnni.org.uk)

## Foreword

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

→ **OCN NI Level 4 Certificate in Supporting Individuals with Special Needs and Disabilities**

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](http://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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## About Regulation

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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 1<sup>st</sup> 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 Features

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### Sector Subject Area

1.3 Health and social care

This qualification relates to the following National Occupational Standards:

[National Occupational Standards - Skills for Care](#)

### Qualification Aim

The OCN NI Level 4 Certificate in Supporting Individuals with Special Educational Needs and Disabilities is designed to provide the practitioner with the skills and knowledge required to enable them to work effectively with individuals with special educational needs and disabilities.

### Qualification Objectives

The objectives of the OCN NI Level 4 Certificate in Supporting Individuals with Special Educational Needs and Disabilities will provide learners with the skills and knowledge relating to the following when supporting individuals with special educational needs and disabilities:

- relevant legislation
- person-centred approaches
- partnership working
- effective communication
- individual support

### Grading

Grading for this qualification is pass/fail.

### Qualification Target Group

The OCN NI Level 4 Certificate in Supporting Individuals with Special Educational Needs and Disabilities is targeted at individuals who wish to pursue a career in the area of working with individuals with special educational needs and disabilities or those requiring further training in this area.

### Progression Opportunities

The OCN NI Level 4 Certificate in Supporting Individuals with Special Educational Needs and Disabilities enables progression into further learning in this area or into employment.

### **Entry Requirements**

There are no specific entry requirements for this qualification, though learners are expected to have an interest in working with individuals with special educational needs and disabilities. Learners must be at least 18 years old and have sufficient literacy and numeracy skills to successfully complete the qualification.

### **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.

## Centre Requirements for Delivering the Qualification

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### 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 delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's experience in the relevant area.

### Assessors

The qualification is 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.

#### **Assessors must:**

- be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

### **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 qualifications.

#### ***Internal Verifiers must:***

- have at least one year's occupational experience in the areas they are internally verifying
- 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

## Structure and Content

### OCN NI Level 4 Certificate in Supporting Individuals with Special Educational Needs and Disabilities

In order to achieve the qualification learners must complete all five units for a total of 18 credits.

Total Qualification Time (TQT) for this qualification: 180 hours  
 Guided Learning Hours (GLH) for this qualification: 114 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<a href="#">M/650/4053</a>	CBF926	Understand Legislation Relevant to Supporting Individuals within a Learning Environment who have Special Educational Needs and Disabilities	3	20	Four
<a href="#">R/650/4054</a>	CBF927	Person-centred Approaches when Supporting Learners with Special Educational Needs and Disabilities	4	25	Four
<a href="#">T/650/4055</a>	CBF928	Partnership Working when Supporting Individuals with Special Educational Needs and Disabilities	4	22	Four
<a href="#">Y/650/4056</a>	CBF929	Effective Communication when Supporting Individuals who have Special Educational Needs and Disabilities	3	22	Four

<a href="#">A/650/4057</a>	CBF930	Supporting Individuals with Special Educational Needs and Disabilities in Learning and Development	4	25	Four
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## Unit Details

Title	Understand Legislation Relevant to Supporting Individuals within a Learning Environment who have Special Educational Needs and Disabilities
Level	Four
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBF926
Unit Reference No	M/650/4053
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand legislation, policy and support strategies in relation to the support, protection and safeguarding of individuals who have special educational needs and disabilities within a learning environment.	
Learning Outcomes	Assessment Criteria
1. Understand the legal and policy framework that supports and protect individuals who have special educational needs and disabilities.	<p>1.1. Explain the underpinning principles of legislation, national and regional policy and guidance in relation to supporting individuals within a learning environment, who have special educational needs and disabilities.</p> <p>1.2. Summarise national policies and local procedures that relate to safeguarding and protection of individuals from abuse.</p>
2. Understand protection and safeguarding.	<p>2.1. Explain what is meant by the following terms:</p> <ul style="list-style-type: none"> <li>a) protection of individuals at risk</li> <li>b) individuals in need of protection</li> <li>c) safeguarding children</li> <li>d) harm, abuse and neglect</li> </ul> <p>2.2. Explain the boundaries of confidentiality and when it is appropriate to share information.</p> <p>2.3. Explain the roles of individuals and organisations responsible for protecting the following:</p> <ul style="list-style-type: none"> <li>a) individuals at risk</li> <li>b) individuals in need of protection</li> <li>c) safeguarding children</li> </ul> <p>2.4. Explain sources of support and information in relation to protection and safeguarding and how they can be accessed.</p>
3. Understand appropriate strategies when supporting individuals who have special educational needs and disabilities within a learning environment and how they may be identified.	<p>3.1. Critically evaluate at least three strategies for effectively supporting individuals within a learning environment who have special educational needs and disabilities.</p> <p>3.2. Explain how to identify appropriate strategies to be used to support individuals who have special educational needs and disabilities within a learning environment.</p>

### 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	Person-centred Approaches when Supporting Learners with Special Educational Needs and Disabilities
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF927
Unit Reference No	R/650/4054
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the knowledge, understanding and skills to provide person-centred support to individuals with special educational needs and disabilities.	
Learning Outcomes	Assessment Criteria
1. Understand person-centred approaches when supporting learners with special educational needs and disabilities.	<p>1.1. Explain the underpinning principles of effective person-centred approaches when supporting learners with special educational needs and disabilities.</p> <p>1.2. Analyse the key characteristics of effective person-centred practice.</p>
2. Be able to provide person-centred support to learners with special educational needs and disabilities through appropriate planning and assessment.	<p>2.1. Use a person-centred approach to support an individual to make choices to meet their identified learning needs, preferences and wishes.</p> <p>2.2. Assist an individual to make informed choices regarding their support needs and evaluate associated risks to develop a support plan.</p> <p>2.3. Assist an individual to understand the risks evaluated in AC 2.2 for their planned support.</p> <p>2.4. Use a person-centred approach to work with an individual and others to identify options, resources, and preferences in relation to learning assessment.</p> <p>2.5. Record process and agreed outcomes in support plan developed AC 2.2 in line with organisational systems and processes.</p>
3. Understand the use of assistive technology in planning support for learners with special educational needs and disabilities.	<p>3.1. Analyse the potential use of assistive technology solutions when planning support for an individual and others within a learning environment.</p> <p>3.2. Critically evaluate two different types of assistive technology suitable for an individual with special educational needs and disabilities in terms of:</p> <ul style="list-style-type: none"> <li>a) benefits</li> <li>b) risks</li> <li>c) challenges</li> </ul>
4. Be able to facilitate the implementation of support in partnership with an individual with special educational needs and disabilities and others involved.	<p>4.1. Negotiate and agree how the planned support developed in AC 2.2 will be implemented with an individual and others.</p> <p>4.2. Negotiate and agree roles and responsibilities of those involved in the implementation of the planned support agreed in AC 2.2.</p> <p>4.3. Facilitate the implementation of planned support agreed in AC 2.2.</p>

<p>5. Be able to review person-centred support for learners with special educational needs and disabilities.</p>	<p>5.1. Assess the effectiveness of person-centred support for learners using systems, procedures and practices that engage an individual and others in the review process.</p> <p>5.2. Review the support of an individual with special educational needs and disabilities within a specific learning setting to include:</p> <ul style="list-style-type: none"> <li>a) feedback from the individual</li> <li>b) feedback from others involved.</li> <li>c) assessed risks</li> </ul> <p>5.3. Record the review process and outcomes in line with organisational systems and procedures making appropriate and agreed changes as required.</p>
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### 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	Partnership Working when Supporting Individuals with Special Educational Needs and Disabilities
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF928
Unit Reference No	T/650/4055
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to implement and maintain effective partnership working when supporting individuals who have special educational needs and disabilities in a learning environment.	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
1. Understand partnership working and co-production when supporting individuals who have special educational needs and disabilities.	<p>1.1. Explain the key features of effective partnership working and co-production when supporting individuals who have special educational needs and disabilities.</p> <p>1.2. Analyse how partnership working delivers better educational outcomes for individuals who have special educational needs and disabilities.</p> <p>1.3. Explain three potential barriers to effective partnership working and how they may be addressed.</p>
2. Understand roles and responsibilities when supporting individuals who have special educational needs and disabilities within a learning environment.	<p>2.1. Evaluate own role and responsibilities when supporting individuals who have special educational needs and disabilities within a learning environment.</p> <p>2.2. Analyse the roles and responsibilities of the following when working in partnership to support individuals who have special educational needs and disabilities within a learning environment:</p> <p>a) colleagues</p> <p>b) other professionals</p>
3. Understand the importance of communication and use of conflict resolution strategies when supporting individuals who have special educational needs and disabilities within a learning environment.	<p>3.1. Explain the importance of truthful, open and respectful communication between professionals when supporting individuals who have special educational needs and disabilities.</p> <p>3.2. Explain strategies that may be used to address any conflict that may arise during partnership working.</p>
4. Understand partnership working with families, carers, significant others and advocates for individuals who have special educational needs and disabilities.	<p>4.1. Evaluate procedures to ensure effective partnership working with an individual and the following:</p> <p>a) families</p> <p>b) carers</p> <p>c) significant others</p> <p>d) advocates</p> <p>4.2. Explain the importance of agreeing objectives when working with others within the boundaries of own role and responsibilities.</p> <p>4.3. Explain strategies that may be used to address any conflict that may arise with an individual and the following:</p> <p>a) families</p> <p>b) carers</p> <p>c) significant others</p>

	d) advocates
5. Understand the role of advocacy in effective partnership working when supporting individuals who have special educational needs and disabilities.	5.1. Explain what is meant by the term advocacy. 5.2. Critically compare two forms of advocacy when supporting individuals who have special educational needs and disabilities. 5.3. Explain how advocacy may empower an individual and others in partnership working.

### 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	Effective Communication when Supporting Individuals who have Special Educational Needs and Disabilities
Level	Four
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF929
Unit Reference No	Y/650/4056
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to develop effective communication skills whilst working with individuals who have special educational needs and disabilities.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of and principles underpinning effective communication when supporting individuals who have special educational needs and disabilities.	<p>1.1. Explain why effective communication is important for each of the following when supporting individuals who have special educational needs and disabilities:</p> <ul style="list-style-type: none"> <li>a) the individual</li> <li>b) families or carers</li> <li>c) other stakeholders</li> </ul> <p>1.2. Analyse the key principles underpinning effective communication when supporting individuals who have special educational needs and disabilities.</p>
2. Understand how to address the communication and language needs, wishes and preferences of individuals who have special educational needs and disabilities.	<p>2.1. Explain how to assess an individual's communication and language needs, wishes and preferences.</p> <p>2.2. Critically compare at least four communication strategies that address an individual's communication and language needs, wishes and preferences within a learning environment.</p> <p>2.3. Explain how and when it is appropriate to seek advice to improve the effectiveness of own communication with others.</p>
3. Be able to reduce barriers to effective communication with individuals who have special educational needs and disabilities.	<p>3.1. Explain at least four potential barriers to effective communication when supporting individuals who have special educational needs and disabilities.</p> <p>3.2. Critically compare different strategies that may reduce the communications barriers identified in AC 3.1.</p> <p>3.3. Summarise at least three sources of information, support or services that may increase the effectiveness of communication when supporting individuals who have special educational needs and disabilities.</p>
4. Understand legislation, principles and practices relating to confidentiality when supporting individuals who have special educational needs and disabilities.	<p>4.1. Explain what is meant by the term confidentiality when supporting individuals who have special educational needs and disabilities.</p> <p>4.2. Evaluate at least two pieces of legislation that relates to confidentiality and the sharing of information when supporting individuals who have special educational needs and disabilities.</p> <p>4.3. Summarise potential legal and ethical tensions between maintaining confidentiality and sharing information.</p>

4.4. Explain best practice guidance in relation to recording, storing and sharing information within and between organisations when supporting individuals who have special educational needs and disabilities.

### 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	Supporting Individuals with Special Educational Needs and Disabilities in Learning and Development
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF930
Unit Reference No	A/650/4057
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to be able to support effective and appropriate learning and development provision for individuals with special educational needs and disabilities.	
Learning Outcomes	Assessment Criteria
1. Understand learning and development when supporting individuals with special educational needs and disabilities.	<p>1.1. Analyse the purpose and main objectives of learning and development when supporting individuals with special educational needs and disabilities.</p> <p>1.2. Explain at least three contexts or environments in which learning and development may take place.</p> <p>1.3. Summarise relevant legislative and organisational requirements in relation to learning and development when supporting individuals with special educational needs and disabilities.</p>
2. Be able to identify and address the learning and development needs of learners who have special educational needs and disabilities.	<p>2.1. Summarise the role of the practitioner in supporting the learning and development goals of learners with special educational needs and disabilities.</p> <p>2.2. Explain the importance of understanding learner motivation and needs.</p> <p>2.3. Explain how to identify the learning and development needs of learners who have special educational needs and disabilities.</p> <p>2.4. Demonstrate how to adapt learning and development to meet the specific needs of at least three different learners who have differing special educational needs and disabilities.</p> <p>2.5. Analyse factors that may have a positive impact on learner engagement and motivation.</p>
3. Be able to evaluate learning and development provision for learners who have special educational needs and disabilities.	<p>3.1. Summarise the key characteristics of effective practice in learning and development provision for learners who have special educational needs and disabilities.</p> <p>3.2. Evaluate the efficacy of the learning and development provision of the three learners identified in AC 2.4.</p>

<p>4. Be able to reflect on own practice in learning and development for learners who have special educational needs and disabilities.</p>	<p>4.1. Evaluate reflective practices and approaches associated with continuing professional development.</p> <p>4.2. Analyse own values, beliefs and attitudes and the potential impact of these on effective practice.</p> <p>4.3. Reflect on own performance as a learning and development practitioner for learners who have special educational needs and disabilities identifying possible areas for improvement.</p>
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### 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	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	<p>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>	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	<p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p>	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	<p>The use of information technology to assess learners' work</p>	<p>Electronic portfolio</p> <p>E-tests</p>

## Quality Assurance of Centre Performance

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### 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.

## Administration

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### 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.

## **OCN NI Level 4 Certificate in Supporting Individuals with Special Needs and Disabilities**

**Qualification Number: 610/1513/1**

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Operational start date: 15 September 2022  
Operational end date: 31 August 2027  
Certification end date: 31 August 2031

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