Qualification Specification:

OCN NI Level 1 Award in Progression to Employment

- **Qualification No: 601/7433/X**

Version: 2.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Qualification	Extended to 31st December 2032	V2.0 – July 2026
Specification	New Format	V2.0 – July 2026

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 1 Award in Progression to Employment.**

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 1 Award in Progression to Employment.

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on Contact Us | OCN NI

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 1 Award in Progression to Employment
Qualification Number: 601/7433/X

Operational start date: 01 September 2015
Review date: 31 December 2032

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at Ofqual Register. This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

Subject Area: 14.2 Preparation for work

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

The OCN NI Level 1 Award in Progression to Employment has been designed to provide learners with the skills that are most important to employers in the workplace. It will help ensure that learners develop and achieve generic, transferable skills that employers look for and consider when recruiting staff.

5.5 Target Learners

The qualification provides an opportunity for learners preparing to enter employment for the first time or are currently unemployed and seeking to improve their employability for a return to work.

5.6 Entry Requirements

There are no formal restrictions on entry for this qualification however learners should be at least 14 years old.

5.7 Progression

OCN NI Level 1 Award in Progression to Employment enables progression to the workplace or further study.

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

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

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing and should have a minimum of one year's experience in the area they are assessing, ensuring their in-depth understanding of the subject matter.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must

thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 1 Award in Progression to Employment is designed to support learners in developing the knowledge, skills, and confidence required to take positive steps towards employment. This unitised qualification provides opportunities for learners to explore employment opportunities, understand workplace expectations, and develop essential employability skills, including communication, teamwork, problem-solving, and personal effectiveness. It encourages learners to identify their strengths, set realistic goals, and prepare for progression into further learning, training, volunteering, or employment. The qualification is particularly suitable for individuals seeking to enhance their readiness for the workplace and improve their ability to access and sustain employment opportunities. Successful learners will demonstrate a clear understanding of the subject matter and the application of practical skills that support progression into the world of work.

7.2 Qualification Level

In the context of the OCN NI Level 1 Award in Progression to Employment it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 1, which signifies a
basic level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 1 Award in Progression to Employment	
Total Qualification Time (TQT):	30 hours
Total Credits Required:	3 credits
Guided Learning Hours (GLH):	27 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 1 Award in Progression to Employment** learners must complete any 3 credits.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 1.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level 1 Award in Progression to Employment
In order to achieve the OCN NI Level 1 Award in Progression to Employment the learner must successfully complete a total of any 3 credits.

Total Qualification Time (TQT) for this qualification: 30 hours
Guided Learning Hours (GLH) for this qualification: 27 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
T/507/7418	CBC828	Applying for Work	3	27	One
J/507/7424	CBC829	Budgeting and Money Management	1	9	One
D/507/7428	CBC830	Developing Skills in Oral Presentation	1	9	One
L/507/7425	CBC831	Diversity in the Workplace	1	9	One
R/507/7426	CBC832	Exploring Enterprise	3	27	One
R/506/5700	CBA142	Rights and Responsibilities for the Individual	1	9	One
J/506/5709	CBA149	Skills for Decision Making	3	27	One
R/506/5714	CBA153	Teamwork Skills in Practice	3	27	One
K/506/5718	CBA158	Promoting Self-Improvement	1	9	One
K/506/5721	CBA161	Health and Safety in Practice	1	9	One
D/506/2363	CAZ722	Time Management Skills	3	27	One
A/507/7422	CBC833	ICT Skills	3	27	One
A/507/7419	CBC834	Interview Skills	2	18	One
F/507/7423	CBC835	Introduction to Customer Care	2	18	One
T/507/7421	CBC836	Leadership Skills	2	18	One
M/507/7420	CBC837	Personal Presentation at Work	1	9	One
Y/507/7427	CBC838	Planning and Reviewing Progress	2	18	One
M/507/7417	CBC839	Preparing for Work Experience	2	18	One

10. Unit Content

10.1 Applying for Work

Title	Applying for Work
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBC828
Unit Reference No	T/507/7418
Unit purpose and aim(s): This unit enables the learner to recognise different ways of applying for jobs and be able to produce a CV, covering letter and job application form.	
Learning Outcomes	**Assessment Criteria**
1. Understand different ways of applying for jobs.	1.1. Outline different ways of applying for jobs and the relevant information required for each.
2. Be able to prepare a job application.	2.1. Complete a range of job application forms including at least one online. 2.2. Produce a clearly structured and accurate curriculum vitae (CV). 2.3. Produce a covering letter to accompany a job application.

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

10.2 Budgeting and Money Management

Title	Budgeting and Money Management
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBC829
Unit Reference No	J/507/7424
Unit purpose and aim(s): This unit will enable learners to develop basic skills in dealing with income and expenditure and understand the use of personal budgets.	

Learning Outcomes	**Assessment Criteria**
1. Know about sources of income.	1.1. Identify possible sources of income, for example, employment, state benefits. 1.2. List one advantage and one disadvantage of each chosen source.
2. Know about outgoings and expenditure.	2.1. Identify possible types of essential outgoings/expenditure. 2.2. Identify possible types of non-essential outgoings/expenditure.
3. Understand the use of personal budgets.	3.1. Outline a personal budget. 3.2. Identify how possible shortfalls in the budget can be managed. 3.3. Identify how any surplus in the budget can be used.

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

10.3 Developing Skills in Oral Presentation

Title	Developing Skills in Oral Presentation
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBC830
Unit Reference No	D/507/7428
Unit purpose and aim(s): This unit will enable learners to plan, give and review oral presentations.	

Learning Outcomes	**Assessment Criteria**
1. Be able to plan an oral presentation.	1.1. Plan a presentation for a known group including aims, timing, and use of visual aids.
2. Be able to give an oral presentation taking into account purpose and audience.	2.1. Give a short oral presentation to a group on a chosen subject using appropriate techniques.
3. Be able to give and receive feedback on a presentation.	3.1. Give constructive feedback to others on a presentation. 3.2. Use feedback from others to plan changes to own presentation performance.

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

10.4 Diversity in the Workplace

Title	Diversity in the Workplace
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBC831
Unit Reference No	L/507/7425
Unit purpose and aim(s): This unit will enable learners to appreciate the importance of respecting diversity in the workplace.	

Learning Outcomes	**Assessment Criteria**
1. Understand how recognising and respecting individual differences and diversity contributes to a positive environment in the workplace.	1.1. Identify two positive ways in which individual difference and diversity in the workforce could be recognised and respected. 1.2. Identify the impact these differences between individuals could have on working together.
2. Understand key responsibilities in relation to promoting equality in the workplace.	2.1. Outline own responsibilities and those of an employer in relation to equality. 2.2. Outline at least 2 key principles of inclusion to promote equality in the workplace.
3. Understand the importance of challenging discrimination at work.	3.1. Give an example of a scenario illustrating discrimination at work and an approach to challenging it.

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

10.5 Exploring Enterprise

Title	Exploring Enterprise
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBC832
Unit Reference No	R/507/7426
Unit purpose and aim(s): This unit will enable learners to develop basic skills in enterprise.	

Learning Outcomes	Assessment Criteria
1. Select an appropriate enterprise project for a particular target market.	1.1. State two ways in which s/he could undertake market research and identify the most suitable for his/her enterprise project. 1.2. State, giving reasons for choice, the selected product or service. 1.3. Identify and list their target market and main competitors.
2. Appreciate the unit cost of, and how to set the price for, their product or service.	2.1. Identify and list all the costs involved in producing the product or service. 2.2. Using a given simple arithmetic formula calculate the total cost of producing the product or service. 2.3. State the price s/he will charge the customer for their product or service.
3. Demonstrate an understanding of the significance of effective marketing.	3.1. Identify and list the key personal skills/qualities required to effectively market and sell their product or service. 3.2. Identify and list the most appropriate methods for marketing this product or service. 3.3. Create a resource for marketing their product or service to their target market giving two reasons for their choice of resource.
4. Plan, monitor and review the enterprise project.	4.1. Devise an action plan that identifies and lists each stage of the enterprise project, giving a target time/date for their completion. 4.2. Review and revise the action plan at each stage of the enterprise project stating new target times/dates for their completion. 4.3. State what worked well and what could be improved.

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

10.6 Rights and Responsibilities for the Individual

Title	Rights and Responsibilities for the Individual
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA142
Unit Reference No	R/506/5700
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of rights and responsibilities.	

Learning Outcomes	Assessment Criteria
1. Understand rights and responsibilities for an individual.	1.1. Give examples of rights and responsibilities for an individual. 1.2. Outline own individual rights and responsibilities. 1.3. Outline sources of support or information about rights and responsibilities.
2. Know how individuals can influence decisions.	2.1. Outline how individuals can influence the decisions affecting communities and the environment.

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

10.7 Skills for Decision Making

Title	Skills for Decision Making
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA149
Unit Reference No	J/506/5709
Unit purpose and aim(s): This unit will enable the learner to understand decision making skills and situations that require assertiveness and self-control.	

Learning Outcomes	Assessment Criteria
1. Be able to make personal decisions and choices with confidence.	1.1. Outline own personal decisions and choices in a range of situations.
2. Be aware of the rights and responsibilities of self and others within a group.	2.1. Outline own and others' rights and responsibilities in a group situation. 2.2. Demonstrate how to contribute to a discussion in a range of situations.
3. Recognise how negotiation skills contribute to achieving a desired outcome.	3.1. Demonstrate how effective negotiation skills may be used to achieve a desired outcome.
4. Be aware of the implications and benefits of self-control and assertiveness.	4.1. Identify situations in which self-control and/or assertiveness may be used to achieve the desired outcome. 4.2. Outline benefits of being assertive.

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

10.8 Teamwork Skills in Practice

Title	Teamwork Skills in Practice
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA153
Unit Reference No	R/506/5714
Unit purpose and aim(s): This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity.	

Learning Outcomes	Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Identify different roles and responsibilities within a team. 1.2. Identify own role and responsibilities within a team in a given situation.
2. Be able to contribute to the setting of team and own goals.	2.1. Outline goals identified by the team and individually. 2.2. Carry out a team activity. 2.3. Demonstrate how to communicate appropriately within the team in a range of situations.
3. Be aware of others' rights to communicate within a team.	3.1. Outline why it is important to allow others to express their view/responses without interruption.
4. Recognise the importance of co-operation within a team.	4.1. Outline a range of situations when co-operation is necessary to achieve a team goal.
5. Be able to review team performance.	5.1. Identify skills brought to a team activity by: a) self b) others 5.2. Assess what was successful within the activity and what could be done differently.

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

10.9 Promoting Self-Improvement

Title	Promoting Self-Improvement
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA158
Unit Reference No	K/506/5718
Unit purpose and aim(s): This unit will enable the learner to recognise own strengths and weaknesses and how to set personal objectives for self-improvement.	

Learning Outcomes	Assessment Criteria
1. Recognise own strengths and weaknesses.	1.1. Identify personal strengths and weaknesses.
2. Recognise skills that promote self-improvement.	2.1. Identify skills that promote self-improvement. 2.2. State how these could be used in the future. 2.3. Outline how to make positive choices to promote self-improvement.
3. Know how to set personal objectives.	3.1. Identify and record personal short-term goals. 3.2. Produce an action plan for achieving these goals.

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

10.10 Health and Safety in Practice

Title	Health and Safety in Practice
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA161
Unit Reference No	K/506/5721
Unit purpose and aim(s): This unit will enable the learner to gain knowledge of health and safety requirements, procedures and equipment in a practical environment.	

Learning Outcomes	Assessment Criteria
1. Know about health and safety requirements, procedures and equipment in a practical environment.	1.1. Outline aspects of key current Health and Safety requirements to include the following: a) Health and Safety at Work Act b) Control of Substances Hazardous to Health Regulations 1.2. Outline the correct procedures for reporting accidents and potential hazards. 1.3. Identify the correct response to two emergency situations. 1.4. State the location of a range of emergency equipment.
2. Be able to follow and manage safe working practices.	2.1. Identify the potential risks of a given situation. 2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in a range of situations. 2.3. Select and use appropriate equipment and/or techniques when carrying out a given task.

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

10.11 Time Management Skills

Title	Time Management Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CAZ722
Unit Reference No	D/506/2363
Unit purpose and aim(s): This unit will enable the learner to understand time management skills and how to implement effective time management in own life in order to reduce stress.	

Learning Outcomes	Assessment Criteria
1. Understand own time management.	1.1. List the hours spent over a period of time on the following activities: a) sleeping b) eating c) working d) studying e) socialising 1.2. Give two examples of activities for each of the following: a) productive time b) maintenance time
2. Understand time management skills.	2.1. Outline what is meant by time management. 2.2. Identify how time management skills can be used in daily life.
3. Understand how time management may reduce stress.	3.1. Give two examples of physical and emotional symptoms of stress. 3.2. Identify how time management can help reduce stress. 3.3. Outline a plan of own time to reduce stress.

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

10.12 ICT Skills

Title	ICT Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBC833
Unit Reference No	A/507/7422
Unit purpose and aim(s): This unit will enable the learner to gain a knowledge of the main components of an ICT system. Learners will be asked to use a software application package and access the internet and email.	

Learning Outcomes	Assessment Criteria
1. Recognise the main components of an ICT system.	1.1. Outline the main components of an ICT system.
2. Enter, edit and combine text and other information accurately.	2.1. Enter text and other information accurately. 2.2. Combine information of different types or from different sources into one document. 2.3. Use editing tools to amend document content. 2.4. Store and retrieve document files securely.
3. Select and use IT to communicate and exchange information.	3.1. Create, access, read and respond appropriately to e-mail and other IT-based communication.
4. Access, search for, select and use internet based information.	4.1. Access, navigate and search internet sources of information effectively. 4.2. Use appropriate search techniques to locate and select relevant information.
5. Be aware of the benefits of using social media.	5.1. Outline the benefits and risks of using social media. 5.2. State the major social media channels and reasons for using each. 5.3. Identify benefits associated with using social media for a business.

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

10.13 Interview Skills

Title	Interview Skills
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBC834
Unit Reference No	A/507/7419
Unit purpose and aim(s): This unit will enable the learner to prepare for and participate in a job interview and review own performance.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare for a job interview.	1.1. Prepare for a job interview to include research of the following: a) selected company b) selected job role 1.2. Identify a range of possible interview questions and suitable responses. 1.3. Outline why it is important to dress appropriately for an interview. 1.4. Outline a range of own questions to find out more about the job role.
2. Take part in a job interview.	2.1. Take part in a mock job interview demonstrating: a) Use of appropriate verbal and non-verbal skills b) effective communication skills when answering and asking questions c) appropriate interview etiquette
3. Know how to review own performance at a job interview.	3.1. Review own performance at a job interview identifying strengths and 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
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
Oral examination	An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient	Tutor notes / record Audio/video record Record of observation

	knowledge of the subject in order to pass the exam	

10.14 Introduction to Customer Care

Title	Introduction to Customer Care
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBC835
Unit Reference No	F/507/7423

Unit purpose and aim(s): This unit will enable learners to develop basic skills in customer care.

Learning Outcomes	Assessment Criteria
1. Understand the principles of good customer care.	1.1. Describe why good customer care is important. 1.2. Demonstrate how to give good customer care in own role. 1.3. Outline how poor customer care can affect customers and organisations. 1.4. Describe the importance of making a good impression when dealing with customers.
2. Be able to provide good customer care.	2.1. Demonstrate good customer care when dealing with a range of customers.
3. Be able to communicate positively with customers.	3.1. Describe positive verbal and non-verbal ways of communicating with customers. 3.2. Outline the possible results of poor communication with customers. 3.3. Communicate with customers positively in different situations.
4. Understand the importance of keeping to organisational policies and practice.	4.1. Listen and respond to customer queries, requests and complaints in accordance with set policies and procedures.

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

10.15 Leadership Skills

Title	Leadership Skills
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBC836
Unit Reference No	T/507/7421
Unit purpose and aim(s): This unit will enable the learner to develop a knowledge of different leadership styles. The learner will also be required to lead a simulated team activity and review own performance.	

Learning Outcomes	Assessment Criteria
1. Be aware of different leadership styles.	1.1. Outline different leadership styles including their advantages and disadvantages.
2. Be able to assess own skills and qualities as a team leader.	2.1. Outline the skills and qualities required to be an effective team leader. 2.2. Compare own leadership skills and qualities with those of an effective team leader.
3. Use a team activity to develop leadership skills.	3.1. Demonstrate leadership skills within a chosen activity. 3.2. Review own performance as a team leader identifying 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
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

10.16 Personal Presentation at Work

Title	Personal Presentation at Work
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBC837
Unit Reference No	M/507/7420
Unit purpose and aim(s): This unit will enable the learner to understand the importance and value of appropriate personal presentation at work.	

Learning Outcomes	Assessment Criteria
1. Understand the importance of appropriate personal presentation at work.	1.1. Outline the importance of appropriate personal presentation at work including benefits to employer and employee. 1.2. Outline types of clothing suitable for different work settings. 1.3. Identify the possible effects of poor personal presentation at work.

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

10.17 Planning and Reviewing Progress

Title	Planning and Reviewing Progress
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBC838
Unit Reference No	Y/507/7427
Unit purpose and aim(s): This unit will enable learners to be able to plan, follow and review meeting targets in order to improve performance.	

Learning Outcomes	Assessment Criteria
1. Be able to plan to meet targets.	1.1. Describe why it is important to set targets. 1.2. Set targets that clearly show what s/he wants to achieve. 1.3. Identify clear action points and deadlines. 1.4. Identify and access sources of support. 1.5. Make arrangements for reviewing progress.
2. Be able to follow a plan to meet targets and improve performance.	2.1. Work through action points to complete work on time. 2.2. Describe different ways of learning and how s/he learns best. 2.3. Use ways of learning suggested by others and make changes when needed to improve performance. 2.4. Use support given by others to help meet own targets.
3. Be able to review own progress and achievements.	3.1. Identify what s/he has learned and state how s/he has learned. 3.2. State what went well and what went less well. 3.3. Identify targets s/he has met and describe own achievements. 3.4. Accept and use feedback to improve own performance.

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

10.18 Preparing for Work Experience

Title	Preparing for Work Experience
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBC839
Unit Reference No	M/507/7417

Unit purpose and aim(s): This unit will enable learners to prepare for a work experience environment.

Learning Outcomes	Assessment Criteria
1. Understand the structure and purpose of chosen organisation.	1.1. State the structure and purpose of chosen organisation.
2. Understand own role within organisation.	2.1. Outline chosen role and associated responsibilities and limitations. 2.2. Identify individuals within chosen organisation who may be contacted for support and guidance.
3. Understand health and safety requirements.	3.1. Outline the health and safety requirements relating to chosen work experience.
4. Understand organisation's expectations during work experience.	4.1. Outline chosen organisation's expectations regarding the following: a) personal presentation b) behaviour c) punctuality

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

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualification.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
    - the time required for training and standardisation activities
    - the time available to undertake teaching and carry out assessment,
    - consider when learners may complete assessments and when quality assurance will take place
    - the completion dates for different assessment tasks
    - the date by which the assignment needs to be internally verified
    - sampling strategies
    - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
    - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the 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 Quality Assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

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 Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 working days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

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.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through OCN NI

12.3 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.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 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 1 Award in Progression to Employment
Qualification Number: 601/7433/X

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