



Qualification Specification:

OCN NI Level OCN NI Level 1 Award in Community Independence

- Qualification No: 601/8261/1

Version: 2.0



1. Specification Updates

Key changes have been listed below:

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

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 Community Independence.

- **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 Community Independence

Qualification Number: 601/8261/1

Operational start date: 01 January 2016

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: 14.1 Foundations for learning and life

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

The OCN NI Level 1 Award in Community Independence qualification has been designed to provide learners with foundation skills in the areas of Communication, Numeracy and ICT, combined with a range of units to choose from that will assist in developing life and work skills and encourage learners to be more independent. It is also suitable for learners with special learning needs.

5.5 Target Learners

The qualification is targeted at learners who:

- need to develop further skills in literacy, numeracy and ICT
- wish to be more independent in life
- wish to progress into other further education courses
- would benefit from alternative approaches to curriculum and learning
- would like to test a vocational area to inform their career/employment choices

5.6 Entry Requirements

There are no formal entry requirements for this qualification however learners should be at least 14 years old and receive appropriate guidance on the suitability of the qualification for their learning needs.

5.7 Progression

The OCN NI Level 1 Award in Community Independence qualification enables progression into further learning in this area or into employment.

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 and 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 Community Independence is designed to support learners in developing the knowledge, skills, and confidence required to participate independently and effectively within their communities. This unitised qualification provides learners with opportunities to enhance their understanding of community resources, personal responsibility, communication, decision-making, and everyday life skills that promote greater independence. It encourages learners to build confidence in managing practical aspects of daily living, engaging with local services, and contributing positively to their communities. The qualification is suitable for individuals seeking to increase their autonomy, develop essential life skills, and progress towards further learning, training, volunteering, or employment. Successful learners will demonstrate a clear understanding of the subject matter and the ability to apply their knowledge and skills in real-life and community-based contexts.

7.2 Qualification Level

In the context of the OCN NI Level 1 Award in Community Independence 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 Community Independence	
Total Qualification Time (TQT):	60 hours
Total Credits Required:	6 credits
Guided Learning Hours (GLH):	54 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 1 award in Community Independence** learners must complete 6 credits from the optional units. A minimum of 4 credits must be achieved at Level 1.

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 either Entry Level (E3) or 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 Community Independence

In order to achieve the OCN NI Level 1 Award in Community Independence the learner must successfully complete 6 credits from the optional units. A minimum of 4 credits must be achieved at Level 1.

Total Qualification Time (TQT) for this qualification:

60 hours

Guided Learning Hours (GLH) for this qualification:

54 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
<i>Optional Units</i>					
R/506/2361	CAZ721	Skills for Effective Written Communication	18	2	One
M/506/2366	CAZ726	Using Oral Communication Skills	18	2	One
F/506/2355	CAZ718	Reading for Meaning	27	3	One
K/506/2365	CAZ725	Understanding Key Personal Words	10	1	Entry 3
L/506/2326	CAZ705	Exploring Money Skills	10	1	Entry 3
H/506/2333	CAZ712	Managing your Finances	27	3	One
A/506/2368	CAZ728	Working with Numbers	18	2	One
F/506/2193	CAZ479	Exploring Computers	30	3	Entry 3
K/506/2186	CAZ472	Accessing Online Information and Using Emails	10	1	Entry 3
T/506/2367	CAZ727	Using Video Software	18	2	One
H/506/2364	CAZ724	Understand How to Use Mobile IT Devices	18	2	One
Y/506/2328	CAZ707	Exploring the Use of Collaborative Technologies	27	3	One
M/506/2335	CAZ714	Mobile Communication Technologies	18	2	One
T/506/2336	CAZ715	Outdoor Activities	27	3	One

T/506/2188	CAZ474	Contribute to Team Activities	30	3	Entry 3
M/506/2190	CAZ476	Create and Present Artwork	30	3	Entry 3
K/506/2107	CAZ444	Food and Nutrition for Children and Young People	30	3	Entry 3
A/506/2239	CAZ518	Applying Assertiveness and Decision Making Skills	30	3	Entry 3
K/506/2320	CAZ699	Accessing Local Leisure Activities	27	3	One
A/506/2323	CAZ702	Decision Making	9	1	One
F/506/2324	CAZ703	Effective Teamwork Skills	27	3	One
J/506/2325	CAZ704	Exploring Feelings and Emotions	9	1	One
R/506/2327	CAZ706	Exploring Personal Relationships	27	3	One
D/506/2329	CAZ708	Exploring Volunteering	18	2	One
Y/506/2331	CAZ710	Human Rights and Responsibilities within Society	27	3	One
D/506/2332	CAZ711	Maintaining Health and Hygiene	27	3	One
K/506/2334	CAZ713	Media Influences on Own Body Image	18	2	One
A/506/2337	CAZ716	Personal Health and Well-Being	27	3	One
J/506/2356	CAZ719	Safe Handling and Storage of Food	18	2	One
L/506/2360	CAZ720	Safe Use of Household Appliances	27	3	One
D/506/2363	CAZ722	Time Management Skills	27	3	One
F/506/2369	CAZ723	Understand Equality, Diversity and Discrimination	18	2	One
R/506/2330	CAZ709	Healthy Living	18	2	One
A/506/2354	CAZ717	Producing Craftwork	27	3	One
M/506/2321	CAZ700	Cooking in a Domestic Kitchen	27	3	One

T/506/2322	CAZ701	Creative Local History Project	27	3	One
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10. Unit Content

10.1 Skills for Effective Written Communication

Title	Skills for Effective Written Communication	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ721	
Unit Reference No	R/506/2361	
Unit purpose and aim(s): This unit will enable the learner to plan, present and review written work.		
Learning Outcomes		Assessment Criteria
1. Know different writing formats to aid effective communication.		1.1. Outline different writing formats to aid effective communication.
2. Recognise the need to plan, present and review written work.		2.1. Outline a plan for writing to include key points. 2.2. Proof read and produce final written work with the accuracy required for the purpose. 2.3. Present information in a logical sequence to give instructions and directions. 2.4. Use vocabulary and detail appropriate for purpose and audience.
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

10.2 Using Oral Communication Skills

Title	Using Oral Communication Skills	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ726	
Unit Reference No	M/506/2366	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to present information orally in a range of situations.		
Learning Outcomes	Assessment Criteria	
1. Understand information presented orally.	1.1. Outline information from oral presentations.	
2. Be able to communicate orally in different contexts.	2.1. Demonstrate how to communicate orally expressing own ideas and opinions in the following situations: a) discussions/Group b) one-to-one c) audience	
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

10.3 Reading for Meaning

Title	Reading for Meaning	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ718	
Unit Reference No	F/506/2355	
Unit purpose and aim(s): This unit will enable the learner to understand text in a variety of formats.		
Learning Outcomes		Assessment Criteria
1. Understand the meaning of a range of words.	1.1. Demonstrate the use of reference sources to find the meaning of a range of words.	
2. Be able to use imagery to aid understanding.	2.1. Give examples of where meaning can be inferred from images.	
3. Understand the purpose of some texts from their format.	3.1. Outline a range of text formats to identify their purpose.	
4. Use reading for meaning.	4.1. Outline the meaning of a range of texts including: a) descriptive texts b) explanatory texts c) persuasive texts 4.2. Demonstrate how to read and follow written instructions.	
5. Know how to find information for a specific purpose.	5.1. Demonstrate how to use a range of reference materials to find straightforward information. 5.2. Identify relevant and irrelevant information from a piece of text.	
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 Understanding Key Personal Words

Title:	Understanding Key Personal Words	
Level:	Entry 3	
Credit Value:	1	
Guided Learning Hours (GLH):	10	
OCN NI Unit Code:	CAZ725	
Unit Reference No:	K/506/2365	
<i>Unit purpose and aim(s):</i> The learner will be able to identify own personal words and use personal information to complete a form.		
Learning Outcomes		Assessment Criteria
1. Be able to read and understand key personal words.	1.1. Identify and read own list of key personal words. 1.2. Give examples of personal words with definitions.	
2. Be able to complete a form containing personal information.	2.1. Identify words and phrases commonly used on forms. 2.2. Complete a straightforward form.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.5 Exploring Money Skills

Title:	Exploring Money Skills	
Level:	Entry Three	
Credit Value:	1	
Guided Learning Hours (GLH):	10	
OCN NI Unit Code:	CAZ705	
Unit Reference No:	L/506/2326	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand income and expenditure and use money in transactions.		
Learning Outcomes	Assessment Criteria	
1. Understand income and expenditure.	1.1. Identify different sources of income. 1.2. Identify regular and irregular expenditure.	
2. Be able to use coins and notes in transactions.	2.1. Identify coins and notes needed to pay for multiple items. 2.2. Identify change required when paying for multiple items.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs

10.6 Managing your Finances

Title	Managing your Finances	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ712	
Unit Reference No	H/506/2333	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand income and expenditure to include financial transactions and savings.		
Learning Outcomes		Assessment Criteria
1. Understand income and expenditure.	1.1. Identify different sources of income. 1.2. Identify regular and irregular expenditure. 1.3. List examples of essential and non-essential expenditure.	
2. Understand how to live within a limited budget.	2.1. Identify difficulties and ways to cope with living on a limited budget.	
3. Understand how to complete financial transactions.	3.1. Identify a range of financial transactions and their purpose. 3.2. List a range of methods used for paying for goods or services.	
4. Understand information on everyday financial documents.	4.1. State the key items on the following: a) a receipt b) a payslip c) a financial statement 4.2. Outline how to check one of the above for errors.	
5. Understand the benefits of saving.	5.1. Outline the benefits of saving including different ways to save.	
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 Working with Numbers

Title	Working with Numbers	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ728	
Unit Reference No	A/506/2368	
Unit purpose and aim(s): This unit will enable the learner to read and write whole numbers with positive and negative values.		
Learning Outcomes		Assessment Criteria
1. Be able to read and write whole numbers.	1.1. Read and write whole numbers up to seven digits in digit form. 1.2. Read and write names of whole numbers with up to seven digits.	
2. Be able to place whole numbers in sequence.	2.1. Identify place value in whole numbers with up to seven digits. 2.2. Place whole numbers with up to seven digits in order of size.	
3. Understand the symbols for greater than and less than.	3.1. Identify and record the symbols for greater than and less than.	
4. Be able to round whole numbers.	4.1. Round whole numbers with up to seven digits.	
5. Be able to recognise negative numbers in practical contexts.	5.1. Identify the temperature at which water freezes. 5.2. Identify negative temperatures.	
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 Exploring Computers

Title:	Exploring Computers	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ479	
Unit Reference No:	F/506/2193	
Unit purpose and aim(s): This unit will enable the learner to recognise basic computer parts/devices and systems and their functions. The learner will also be required to identify career opportunities within IT.		
Learning Outcomes		
1. Know the basic parts and devices of a computer.	1.1. List the main parts of a computer. 1.2. Demonstrate starting and shutting down a computer. 1.3. Identify the different groups of keys on a keyboard. 1.4. Perform different tasks by using a mouse.	
2. Recognise common computer terms.	2.1. List the primary hardware components of a computer. 2.2. Outline an operating system to include programs and data. 2.3. State the different types of networks. 2.4. Describe the terms Internet, World Wide Web, and intranet.	
3. Understand computer performance and features.	3.1. Outline computer features to include: a) role of memory b) performance c) programs and their uses	
4. Understand computer operating systems.	4.1. Outline the common functions of an operating system. 4.2. Identify the main components of an interface. 4.3. Outline the options available at start up. 4.4. Demonstrate how to manage files and folders.	
5. Understand career opportunities in IT.	5.1. State how computers have become a central part of everyday life. 5.2. Identify the career opportunities available for a computer literate person.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable	Tutor record of observation Learner notes Tutor lesson plan

	learners to practise and apply skills and knowledge	Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.9 Accessing Online Information and Using Emails

Title	Accessing Online Information and Using Emails	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CAZ472	
Unit Reference No	K/506/2186	
Unit purpose and aim(s): This unit will enable learners to develop an understanding of working and searching for online information. Learners will also create and send emails.		
Learning Outcomes		Assessment Criteria
1. Know how to access online information.	1.1. Demonstrate how to access online information including; a) selection and navigation of trustworthy and fit for purpose web pages b) setting and using a password. 1.2. Demonstrate working safely and responsibly online.	
2. Know how to use email.	2.1. Demonstrate the use of email including: a) opening and replying to emails received b) creating and sending new email messages	
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

10.10 Using Video Software

Title	Using Video Software	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ727	
Unit Reference No	T/506/2367	
Unit purpose and aim(s): This unit will enable the learner to use video hardware and software to play and present video sequences.		
Learning Outcomes		Assessment Criteria
1. Know how to use video hardware and software to capture sequences.	1.1. Identify the input device and associated software to use. 1.2. Demonstrate the use of input devices and built-in video software to record information. 1.3. Identify the file format used by the input device. 1.4. Store and retrieve sequences using pre-set file format.	
2. Know how to use video software tools to combine and edit sequences.	2.1. Identify video editing software to use for the file format. 2.2. Demonstrate how to cut and paste short sequences. 2.3. Demonstrate how to combine information of different forms or from different sources. 2.4. Identify copyright constraints.	
3. Know how to play and present video sequences.	3.1. Identify appropriate playback software to use for the sequence. 3.2. Identify the display device to use for the sequence. 3.3. Select and use appropriate combination of software and display device to playback video sequences. 3.4. Adjust playback and display settings so that sequences are presented to meet needs.	
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 Understand How to Use Mobile IT Devices

Title	Understand How to Use Mobile IT Devices	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ724	
Unit Reference No	H/506/2364	
Unit purpose and aim(s): This unit will enable the learner to set up and use a mobile IT device to store, retrieve and transfer information.		
Learning Outcomes		Assessment Criteria
1. Know how to set up a mobile device.	1.1. Demonstrate how to set up and use a mobile device to include: a) interface features b) adjusting settings c) health and safety requirements d) guidelines and procedures	
2. Be able to use applications and files on a mobile device.	2.1. Identify the different applications on a mobile device and their uses. 2.2. Select and use applications and files on a mobile device. 2.3. Demonstrate accurate data input on a mobile device. 2.4. Organise, store and retrieve data on a mobile device.	
3. Be able to transfer data to and from a mobile device.	3.1. Identify different types of secure connection methods that can be used between devices. 3.2. Demonstrate how to transfer information to and from a mobile device. 3.3. Outline copyright constraints on the use and transfer of information. 3.4. Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device.	
4. Know how to maintain the performance of a mobile device.	4.1. Identify factors that can affect performance of a mobile device. 4.2. Use appropriate techniques to maintain the performance of a mobile device. 4.3. Identify common problems that occur with mobile devices and what causes them. 4.4. Identify available resources to respond quickly and appropriately to common device problems.	
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 notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	learner's progression through the course	
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

10.12 Exploring the Use of Collaborative Technologies

Title	Exploring the Use of Collaborative Technologies	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ707	
Unit Reference No	Y/506/2328	
Unit purpose and aim(s): This unit will enable the learner to understand the use of collaborative technologies to perform basic tasks.		
Learning Outcomes		Assessment Criteria
1. Know how to stay safe and secure when online.	1.1. Follow guidelines when working online. 1.2. Identify when and how to report online safety and security issues. 1.3. Identify methods which may be used to promote trust when working online.	
2. Be able to set up and access IT tools and devices for collaborative working.	2.1. Demonstrate how to set up IT tools and devices that enable collaborative work. 2.2. Identify the purpose for using collaborative technologies. 2.3. Identify which collaborative technology tools and devices to use for different communication media. 2.4. Identify what terms and conditions apply to using collaborative technologies.	
3. Prepare collaborative technologies for use.	3.1. Demonstrate how to access and use collaborative technologies. 3.2. Demonstrate how to: a) adjust basic settings including the environment b) set up and use a data reader to feed information	
4. Perform tasks using collaborative technologies.	4.1. Perform tasks using collaborative technologies to include: a) production and archiving agreed outcomes b) reporting and responding to basic problems	
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	Record of observation Learner notes/written work Learner log

	learners to practise and apply skills and knowledge	
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10.13 Mobile Communication Technologies

Title	Mobile Communication Technologies	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ714	
Unit Reference No	M/506/2335	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand a range of mobile communication technologies and the risks associated with using these.		
Learning Outcomes	Assessment Criteria	
1. Recognise a range of mobile communication technologies.	1.1. Outline a range of mobile communication technologies and associate hardware and software. 1.2. State how mobile communication technology supports social networking.	
2. Be aware of risks and benefits associated with mobile communication technologies.	2.1. Identify the advantages and disadvantages of mobile communication technology and how people use it. 2.2. Identify risks to the safety and privacy of people using mobile communication technology.	
3. Understand safeguarding measures when using mobile communication technologies.	3.1. Outline safeguarding measures when using mobile communication technology. 3.2. Outline safe and responsible practices when using mobile communication technology. 3.3. Identify how to report mobile communication technology user abuse.	
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

10.14 Outdoor Activities

Title	Outdoor Activities	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ715	
Unit Reference No	T/506/2336	
<i>Unit purpose and aim(s):</i> This unit will enable learners to select an outdoor activity, understand safety precautions and identify why they enjoyed the activity.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by outdoor activities.	1.1. Outline what is meant by outdoor activities giving a range of examples.	
2. Understand safety aspects of outdoor activities.	2.1. Give a range of possible dangers associated with outdoor activities. 2.2. Outline activity related safety precautions.	
3. Be able to participate in an outdoor activity.	3.1. Participate in an outdoor activity. 3.2. Receive instructions and ask questions to ensure understanding. 3.3. Give reasons why he/she enjoyed or did not enjoy the outdoor activity.	
4. Be able to participate in future planning.	4.1. Identify and assess a future outdoor activity.	
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

10.15 Contribute to Team Activities

Title:	Contribute to Team Activities	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ474	
Unit Reference No:	T/506/2188	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of a team. The learner will be required to contribute to a range of team activities.		
Learning Outcomes		
1. Understand the value of teamwork.	1.1. State the value of teamwork. 1.2. Give example why a team may be more effective than an individual. 1.3. Identify purpose of own team.	
2. Understand roles and responsibilities of a team.	2.1. List the roles and responsibility of team members. 2.2. State own role within the team.	
3. Be able to work as part of a team.	3.1. Participate in a team activity showing respect and consideration to team members.	
4. Review performance of team.	4.1. Identify what went well and not so well. 4.2. Give example of how to improve team 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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.16 Create and Present Artwork

Title:	Create and Present Artwork	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ476	
Unit Reference No:	M/506/2190	
Unit purpose and aim(s): This unit will enable the learner to recognise the value of art. The learner will be required to produce a personal piece of art.		
Learning Outcomes		
1. Be able to recognise the value of art.	1.1. Look at a selection of artwork and give reasons for preferred piece.	
2. Be aware of different art techniques.	2.1. Outline various techniques and state a preference. 2.2. Identify equipment/materials needed to produce a piece of art. 2.3. Demonstrate how to use equipment/materials.	
3. Produce a piece of personal art.	3.1. Create a piece of art. 3.2. Demonstrate how to clean and maintain equipment. 3.3. Present own artwork to others.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.17 Food and Nutrition for Children and Young People

Title:	Food and Nutrition for Children and Young People	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ444	
Unit Reference No:	K/506/2107	
<i>Unit purpose and aim(s):</i> The learner will understand foods and their nutritional value and effects including restrictions from different religions and cultures.		
Learning Outcomes		
1. Know what makes a balanced diet.	1.1. List some of the main nutrients. 1.2. Identify examples of foods that contain the main nutrients. 1.3. Identify suitable foods for children and/or young people of different ages.	
2. Be able to identify food allergies and their effects.	2.1. Identify food allergies and their effects.	
3. Be able to identify religious and cultural groups that have food restrictions on their diet.	3.1. Identify food restrictions that affect the diets of religious and cultural groups.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.18 Applying Assertiveness and Decision-Making Skills

Title:	Applying Assertiveness and Decision-Making Skills	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ518	
Unit Reference No:	A/506/2239	
<i>Unit purpose and aim(s):</i> The learner will be able to demonstrate confidence and apply decision making skills within various situations.		
Learning Outcomes		
1. Know how to be confident in various situations.	1.1. Demonstrate confidence within a given situation. 1.2. Use discussion to identify appropriate choices within a given situation.	
2. Know the roles and responsibilities of others in various situations.	2.1. Identify own and others' roles and responsibilities within various situations.	
3. Know how to use negotiation to achieve a desired outcome.	3.1. Give examples of how to negotiate with others to achieve a desired outcome.	
4. Know how to be assertive and use self-control to achieve a desired outcome.	4.1. Give examples of using assertiveness and self-control to achieve desired outcome.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.19 Accessing Local Leisure Activities

Title	Accessing Local Leisure Activities	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ699	
Unit Reference No	K/506/2320	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to identify and access local leisure activities.		
Learning Outcomes	Assessment Criteria	
1. Know how to identify and access local leisure activities.	1.1. Identify and collect information on local leisure activities to include: a) locality b) cost c) equipment and clothing if required d) timetable	
2. Be able to participate in a range of local leisure activities.	2.1. Participate in a range of local leisure activities stating preferred activity and reasons why. 2.2. Outline benefits of participating in local leisure activities.	
3. Know health and safety issues related to local leisure activities.	3.1. Identify health and safety issues related to local leisure activities.	
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

10.20 Decision Making

Title	Decision Making	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ702	
Unit Reference No	A/506/2323	
Unit purpose and aim(s): This unit will enable the learner to make informed decisions.		
Learning Outcomes	Assessment Criteria	
1. Understand how to make informed decisions.	1.1. Outline a range of decisions to include; a) daily individual decisions b) individual life changing decisions c) group decisions 1.2. Outline considerations when making specific decisions. 1.3. State the result of a decision and how it was made. 1.4. State the consequences of a decision that caused problems and how these may be overcome.	
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

10.21 Effective Teamwork Skills

Title	Effective Teamwork Skills	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ703	
Unit Reference No	F/506/2324	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand their role as part of a team and participate in activities within a team setting.		
Learning Outcomes		Assessment Criteria
1. Know how to contribute to the setting of group and individual goals.	1.1. Outline goals identified by the group, individually and through discussion.	
2. Understand their role in relation to the purpose of the group.	2.1. Describe their role in relation to the purpose of the group.	
3. Know how to plan and take part in group activities.	3.1. Identify and plan group activities. 3.2. Carry out given tasks within a group.	
4. Be able to evaluate group activities.	4.1. Evaluate group activity. 4.2. Outline what went well and what did not go well within the group activity.	
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

10.22 Exploring Feelings and Emotions

Title	Exploring Feelings and Emotions	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ704	
Unit Reference No	J/506/2325	
Unit purpose and aim(s): This unit will enable the learner to understand feelings and emotions and how they can be managed.		
Learning Outcomes		Assessment Criteria
1. Understand the terms emotion and feeling.	1.1. State the meaning of the terms emotion and feeling. 1.2. Give examples of emotions and feelings.	
2. Understand how feeling and emotion may be expressed and managed.	2.1. Outline own feelings and emotions in two different situations. 2.2. State how these feelings and emotions may be expressed. 2.3. Outline positive and negative responses to a given situation. 2.4. Outline how you can manage own emotions and feelings.	
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

10.23 Exploring Personal Relationships

Title	Exploring Personal Relationships	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ706	
Unit Reference No	R/506/2327	
Unit purpose and aim(s): This unit will enable the learner to understand the different types of personal relationships and appropriate behaviour.		
Learning Outcomes		Assessment Criteria
1. Be able to express own needs and wishes in a range of contexts.	1.1. Demonstrate how to express own needs and wishes in a range of different contexts. 1.2. Demonstrate how to express own opinion in order to contribute to decision-making.	
2. Know how to interact with others appropriately.	2.1. Demonstrate how to interact with others in a range of different situations using appropriate eye contact, voice levels and/or body language. 2.2. Demonstrate how to contribute to discussions respecting the views of others.	
3. Understand different types of personal relationships.	3.1. Outline different types of personal relationships and their differences.	
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

10.24 Exploring Volunteering

Title	Exploring Volunteering	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ708	
Unit Reference No	D/506/2329	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of volunteers within voluntary organizations.		
Learning Outcomes	Assessment Criteria	
3. Understand the role of voluntary organisations.	3.1. Explain the role of voluntary organisations. 3.2. Identify a range of voluntary organisations and their role.	
4. Understand the role of a volunteer.	4.1. Explain the role of a volunteer in a range of voluntary organisations.	
5. Be able to identify volunteering opportunities.	5.1. Explain voluntary organisations in the local community with volunteering opportunities. 5.2. Develop a personal action plan in order to obtain a volunteering role.	
6. Be able to apply for a volunteer role.	6.1. Explain how to apply for a volunteer role.	
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

10.25 Human Rights and Responsibilities within Society

Title	Human Rights and Responsibilities within Society	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ710	
Unit Reference No	Y/506/2331	
Unit purpose and aim(s): This unit will enable the learner to understand human rights and responsibilities within society.		
Learning Outcomes		Assessment Criteria
1. Be aware of human rights.	1.1. Identify a range of basic human rights.	
2. Understand the role of the law within society.	2.1. Outline, with examples, why society needs rules.	
3. Understand different election processes.	3.1. Give example of different election processes. 3.2. Outline the main roles of one of the following: a) a school council representative b) a local councillor c) an MP	
4. Understand rights and responsibilities.	4.1. Identify own rights and responsibilities as a: a) consumer b) member of a community 4.2. List support organisations in relation to rights and responsibilities.	
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

10.26 Maintaining Health and Hygiene

Title	Maintaining Health and Hygiene	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ711	
Unit Reference No	D/506/2332	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of maintaining a clean and hygienic home. The learner will also be required to understand basic personal hygiene and health.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of maintaining a clean and hygienic home.	1.1. Outline why it is important to maintain a clean and hygienic home. 1.2. State cleaning materials used to clean the following: a) sink, bath, shower and toilet b) various floor surfaces	
2. Understand how to care for clothing.	2.1. State when clothing needs washed. 2.2. Identify different ways to keep clothing in good condition. 2.3. Perform a laundry task.	
3. Know why basic personal hygiene is important.	3.1. Outline the importance of maintaining a good standard of personal hygiene. 3.2. Give reasons for the need for regular dental checkups. 3.3. Demonstrate good dental cleaning techniques and state why these are necessary.	
4. Understand the importance of maintaining a healthy body.	4.1. Outline the importance of maintaining a healthy body. 4.2. List foods which are good for maintaining a healthy body and give reasons why.	
5. Understand the importance of regular eye tests.	5.1. Outline why regular eye tests are important.	
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

10.27 Media Influences on Own Body Image

Title	Media Influences on Own Body Image	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ713	
Unit Reference No	K/506/2334	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how the media may influence their own body image and how people are portrayed through the media.		
Learning Outcomes	Assessment Criteria	
1. Be aware of how images of young people are portrayed through the media.	1.1. Identify images of young people and how they are portrayed through the media. 1.2. Identify images of groups of people that are portrayed through the media. 1.3. Identify images of groups of people who are underrepresented in the media.	
2. Understand how the media influence self image.	2.1. Identify feelings of own body image. 2.2. State how the media can influence own body image.	
3. Understand how images of people have been portrayed through history.	3.1. Identify images of people and state how they have been portrayed throughout history.	
4. Understand how images of people are portrayed through different cultures.	4.1. Identify images of people from different cultures and state how they are different from own.	
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

10.28 Personal Health and Well-Being

Title	Personal Health and Well-Being	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ716	
Unit Reference No	A/506/2337	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of maintaining a healthy lifestyle.		
Learning Outcomes		Assessment Criteria
1. Outline how to maintain balanced emotional and mental well-being.	1.1. Outline the importance of maintaining a balanced diet. 1.2. State the important food groups to maintain a balanced diet.	
2. Understand the importance of regular exercise.	2.1. Outline the importance of regular exercise. 2.2. State how lack of exercise may have a negative impact on health. 2.3. List different types of exercise.	
3. Know why emotional and mental well-being is important.	3.1. Outline what is meant by emotional and mental well-being. 3.2. State the signs, symptoms and impact of stress. 3.3. Outline how to maintain balanced emotional and mental well-being.	
4. Be able to improve own lifestyle.	4.1. Identify areas for improvement within own lifestyle. 4.2. List sources of support to improve own lifestyle. 4.3. Outline a plan to improve own lifestyle.	
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

10.29 Safe Handling and Storage of Food

Title	Safe Handling and Storage of Food	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ719	
Unit Reference No	J/506/2356	
Unit purpose and aim(s): This unit will enable the learner to handle and store food safely and understand the importance of good hygiene.		
Learning Outcomes		Assessment Criteria
1. Recognise the need to handle food safely.	1.1. Outline good practice when handling food. 1.2. Identify hazards related to food safety and state appropriate actions. 1.3. Outline the importance of storing and disposing of waste safely.	
2. Recognise the importance of personal hygiene when handling food.	2.1. Outline how to maintain personal hygiene when handling food. 2.2. List potential problems resulting from not maintaining personal hygiene when handling food.	
3. Understand why cleaning is important to keep food safe.	3.1. State why cleaning is important in the food work area to avoid contamination. 3.2. Select and safely use appropriate cleaning materials in a food work area.	
4. Know how to store and handle different types of food correctly.	4.1. Outline how to store different types of food correctly following storage instructions. 4.2. List ways in which food should be handled and stored to avoid contamination. 4.3. Demonstrate how to handle food safely following correct 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
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

10.30 Safe Use of Household Appliances

Title	Safe Use of Household Appliances	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ720	
Unit Reference No	L/506/2360	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use household appliances safely. The learner will also be required to outline procedures in the event an emergency.		
Learning Outcomes		Assessment Criteria
1. Know how to read labels and symbols on garments for cleaning purposes.	1.1. Identify labels and symbols on clothes in relation to what they mean and sort into correct piles.	
2. Know how to use a washing machine safely.	2.1. Demonstrate the following: a) switch on machine b) select appropriate washing cycle c) measure correct amount of detergent d) insert correctly into machine	
3. Know how to use iron safely.	3.1. Demonstrate the following: a) fill unplugged iron with water b) plug iron in safely and select correct temperature c) correctly iron a range of laundry items using different temperature settings	
4. Know how to store and use cleaning materials for specific tasks.	4.1. Identify appropriate use for cleaning materials and use correctly. 4.2. Identify a range of warning symbols and outline the correct storage of each. 4.3. List reasons why materials should be stored correctly.	
5. Know what to do in an emergency situation in relation to water, electricity and gas.	5.1. Identify the location of the following: a) water stop cock b) electricity fuse box 5.2. Outline what to do in an emergency situation involving water and electricity. 5.3. Outline the correct procedure for detecting and reporting a gas leak.	
6. Understand how to initiate emergency procedures.	6.1. Outline situations that require emergency assistance. 6.2. Outline the correct procedures for contacting the emergency services.	
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

10.31 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 to help 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

10.32 Understand Equality, Diversity and Discrimination

Title	Understand Equality, Diversity and Discrimination	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ723	
Unit Reference No	F/506/2369	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the terms equality and diversity and know key legislation related to both.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by equality.	1.1. Define the term equality. 1.2. List key equality legislation. 1.3. Give examples of inequality in a range of situations. 1.4. Identify bodies who work on equality issues.	
2. Understand what is meant by diversity.	2.1. Define the term diversity. 2.2. List key diversity legislation. 2.3. Give examples of positive and negative stereotyping. 2.4. Give examples of how diversity can benefit society.	
3. Understand what is meant by discrimination.	3.1. Define the term discrimination. 3.2. State the difference between discrimination and prejudice. 3.3. List the areas of discrimination covered by legislation. 3.4. Give an example of direct discrimination. 3.5. Give an example of indirect discrimination.	
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

10.33 Healthy Living

Title:	Healthy Living	
Level:	One	
Credit Value:	2	
Guided Learning Hours (GLH):	18	
OCN NI Unit Code:	CAZ709	
Unit Reference No:	R/506/2330	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the Importance of healthy living and be aware of how to improve own lifestyle.		
Learning Outcomes		
1. Know why a balanced diet is important to a healthy lifestyle.	1.1. Outline what is meant by a healthy balanced diet. 1.2. Outline the essential food groups in a balanced diet.	
2. Recognise the importance of exercise to a healthy lifestyle.	2.1. Outline the importance of exercise to a healthy lifestyle. 2.2. Outline how lack of exercise can affect the human body. 2.3. Outline different types of exercise.	
3. Recognise the importance of emotional and mental well-being.	3.1. Outline what is meant by emotional and mental well-being. 3.2. Outline the impact of stress on the human body. 3.3. Outline how work/life balance can help maintain emotional and mental well-being.	
4. Be aware of how to improve own lifestyle.	4.1. Identify positive and negative points of own lifestyle in relation to physical and mental health, and emotional well-being. 4.2. Identify sources of information and/or support and how they can be accessed. 4.3. Develop a plan to improve own lifestyle.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary
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10.34 Producing Craftwork

Title	Producing Craftwork	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ717	
Unit Reference No	A/506/2354	
Unit purpose and aim(s): This unit will enable the learner to produce a chosen craftwork piece adhering to health and safety requirements.		
Learning Outcomes		Assessment Criteria
1. Be able to produce chosen craftwork.	1.1. Select a type of craftwork and identify appropriate: a) materials b) equipment c) techniques 1.2. Produce craftwork on a given theme.	
2. Know how to work with others safely in a workshop.	2.1. Outline health and safety procedures in a workshop. 2.2. Demonstrate how to follow health and safety procedures.	
3. Be able to review craftwork.	3.1. Assess own craftwork and identify 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

10.35 Cooking in a Domestic Kitchen

Title	Cooking in a Domestic Kitchen	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ700	
Unit Reference No	M/506/2321	
Unit purpose and aim(s): This unit will enable the learner to plan, prepare and cook a nutritionally balanced meal in a domestic kitchen.		
Learning Outcomes		Assessment Criteria
1. Be able to plan nutritionally balanced meals.	1.1. Plan a nutritionally balanced meal to include cost and reason for choice.	
2. Be able to use a domestic kitchen to produce a meal.	2.1. Identify and use domestic kitchen equipment that is needed to produce a meal. 2.2. Demonstrate the use of food preparation methods. 2.3. Cook a meal using: a) fresh ingredients b) convenience foods 2.4. Clean and store the kitchen equipment used to produce a meal.	
3. Be aware of health and safety responsibilities in a domestic kitchen.	3.1. Identify the main health and safety risks in a domestic kitchen. 3.2. Outline how to respond to health and safety risks in a domestic kitchen.	
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

10.36 Creative Local History Project

Title	Creative Local History Project	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ701	
Unit Reference No	T/506/2322	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use local history to prepare and create a piece of art.		
Learning Outcomes	Assessment Criteria	
1. Be able to use local history to prepare for a creative project.	1.1. Identify and collect information on local history and events on which the project will be based. 1.2. Identify themes and images for creative work. 1.3. Select resources and techniques for a creative project.	
2. Be able to take part in a creative project based on local history.	2.1. Create a piece of art with a local history theme. 2.2. Assess creative project and identify 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

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 Community Independence
Qualification Number: 601/8261/1

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

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