



# Qualification Specification:

## **OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities**

- **Qualification No: 603/6044/6**

## **OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities**

- **Qualification No: 603/6043/4**



# 1. Specification Updates

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Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Qualifications extended to 30 June 2030	v2.0

## 2. Contents

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

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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](http://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](http://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.

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## 4. About this Specification

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This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. 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 3 Award and Certificate in Supporting Individuals with Learning Disabilities.

- **Qualification Features:** this includes the key characteristics and features of these qualifications, such as their 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 these qualifications. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering these qualifications must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering these qualifications, 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](http://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:

- **Learner Assessment Booklets**: 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 these qualifications. 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](http://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 these qualifications by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

## 5. About these Qualifications

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### 5.1 Qualification Regulation Information

#### **OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities**

Qualification number: 603/6044/6

#### **OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities**

Qualification number: 603/6043/4

Operational start date: 1 July 2020

Operational end date: 30 June 2030

Certification end date: 30 June 2033

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications 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](http://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 these qualifications is:

#### **1.3 Health and social care**

### 5.3 Grading

Grading for these qualifications is pass/fail.

## 5.4 Qualifications' Aims and Objectives

### Qualifications' Aim

The aim of the OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities and the OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities qualifications will enable the learner to develop skills and knowledge to support individuals with learning disabilities.

### Qualifications' Objectives

The objectives of the qualifications are to enable the learner to understand:

- the context of supporting individuals with learning disabilities
- the principles of positive risk-taking for individuals with disabilities
- the mental wellbeing and mental health promotion in supporting individuals with learning disabilities
- effective communication within health and social care settings
- the theory and practice of supporting individuals with autistic spectrum conditions

## 5.5 Target Learners

The qualifications are targeted at learners who have a desire to undertake roles which support individuals with learning disabilities. It may also be of interest to those who wish to enhance their current skills and knowledge in relation to an existing support role.

## 5.6 Entry Requirements

Learners must be at least 16 years of age and have sufficient literacy and numeracy skills to successfully complete the qualifications.

## 5.7 Progression

The OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities enables progression to the OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities and then into other further learning and/or employment opportunities within the Health and Social Care or related sectors.

## 5.8 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications 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 these Qualifications

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### 6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications 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 qualifications
- 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 these qualifications it may be useful for learners to have access to a practical work setting

### 6.3 Centre Staffing

To offer these qualifications 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 Verifier

\*Note: An individual cannot serve as an Internal Verifier for their own assessments.

## 6.4 Tutor Requirements

Tutors responsible for delivering these qualifications 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. 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 these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

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

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

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

The Internal Verifier for these qualifications must meet the following criteria:

- **Internal Verification Expertise:** Internal Verifiers should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Verifiers Qualification:** Internal Verifiers should hold or be currently undertaking a recognised Internal Verifier's qualification; or must have attended the OCN NI Internal Verification Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal verifiers 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 3 Award in Supporting Individuals with Learning Disabilities and the OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities are unitised qualifications on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency.

### 7.2 Qualification Level

In the context of the OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities and the OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities 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. These qualifications align with Level 3, which signify a higher 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.

<b>OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities</b>	
Total Qualification Time (TQT):	30 hours
Total Credits Required:	3 credits
Guided Learning Hours (GLH):	21 hours
<b>OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities</b>	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	105 hours

### 7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities** learners must complete one unit from any of the units - 3 credits.

To achieve the **OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities** learners must complete all five units - 15 credits.

## 8. Assessment Structure

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These qualifications are 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 these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is an 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 verifiers, 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 these qualifications are Level 3.
- **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.
- **Possible Content:** This provides indicative content to assist in teaching and learning.

## 9. Qualification Summary by Unit

### OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities

Total Qualification Time (TQT) for this qualification: 30 hours

Guided Learning Hours (GLH) for this qualification: 21 hours

In order to achieve this qualification, the learner must successfully complete 3 credits from any of the units.

### OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities

Total Qualification Time (TQT) for this qualification: 150 hours

Guided Learning Hours (GLH) for this qualification: 105 hours

In order to achieve this qualification, the learner must successfully complete all five units – 15 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<a href="#">K/618/2399</a>	CBE907	Understanding the Context of Supporting Individuals with Learning Disabilities	3	21	Three
<a href="#">D/618/2402</a>	CBE908	Principles of Positive Risk-Taking for Individuals with Disabilities	3	21	Three
<a href="#">T/618/2406</a>	CBE909	Understand Mental Wellbeing and Mental Health Promotion in Supporting Individuals with Learning Disabilities	3	21	Three
<a href="#">A/618/2410</a>	CBE910	Effective Communication within Health and Social Care Settings	3	21	Three
<a href="#">Y/618/2415</a>	CBE911	Theory and Practice of Supporting Individuals with Autistic Spectrum Conditions	3	21	Three

## 10. Unit Content

Title	Understanding the Context of Supporting Individuals with Learning Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE907
Unit Reference No	K/618/2399
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the meaning of the term learning disability and the issues linked with learning disability support.	
Learning Outcomes	Assessment Criteria
1. Understand learning disability, its causes and impact.	1.1. Explain what is meant by the term learning disability. 1.2. Summarise at least three examples of the causes of learning disabilities and the approximate proportion of those for which the cause is unknown. 1.3. Explain the possible impact on a family of having a member with a learning disability.
2. Understand the historical context of learning disability.	2.1. Explain the types of services that have been provided for individuals with learning disabilities since 1800. 2.2. Explain how past working practices may have affected present services. 2.3. Critically compare the medical and social models of disability. 2.4. Summarise the key changes in the following areas of the lives of individuals who have learning disabilities: a) where people live b) education and leisure activities c) employment d) sexual relationships and parenthood e) the provision of and access to healthcare
3. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities.	3.1 Summarise legislation and policies that promote the human rights, inclusion, equality and citizenship of individuals with learning disabilities. 3.2 Explain how legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families.
4. Understand advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.	4.1. Explain what is meant by the terms social inclusion and advocacy. 4.2. Summarise at least four different types of advocacy. 4.3. Explain at least three ways to promote empowerment and active participation in everyday support for individuals with learning disabilities and their families.

5. Understand how views and attitudes impact on the lives of individuals with learning disabilities, their families and carers.	5.1. Explain how attitudes have changed over time in relation to individuals with learning disabilities. 5.2. Critically compare positive and negative aspects of being labelled as having a learning disability. 5.3. Explain how to promote positive attitudes towards individuals with learning disabilities and their family and carers. 5.4. Explain the roles of two external agencies in changing public attitudes, policy and practice in relation to learning disabilities.
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#### Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Principles of Positive Risk-Taking for Individuals with Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE908
Unit Reference No	D/618/2402
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand positive risk-taking. It highlights the importance of positive risk-taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care, legislation and regulation.	
Learning Outcomes	Assessment Criteria
1. Know the importance of risk-taking in everyday life for individuals with disabilities.	1.1. Identify aspects of everyday life in which risk plays a part. 1.2. Summarise aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks. 1.3. Summarise the consequences for individuals with disabilities of being prevented or discouraged from taking risks. 1.4. Explain how supporting individuals to take risks can enable them to have choice over their lives to: a) increase self-confidence b) develop skills c) take an active part in their community
2. Understand the importance of positive, person-centred risk assessment.	2.1. Explain how a person-centred approach to risk assessment can promote positive outcomes compared to more traditional approaches. 2.2. Summarise the features of a person-centred approach to risk assessment. 2.3. Explain how traditional risk assessments have had a comparatively more negative focus.
3. Know how legislation and policies are relevant to positive risk-taking.	3.1. Summarise the key features of at least three pieces of legislation or policies which promote the human rights of individuals with disabilities. 3.2. Explain how to apply a human rights-based approach to risk management.
4. Understand how to support individuals with disabilities in decisions about risk-taking.	4.1. Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others. 4.2. Explain how the principle of Duty of Care can be maintained whilst supporting individuals to take risks. 4.3. Summarise at least three ways of enabling individuals with disabilities to make informed choices about taking risks. 4.4. Explain the challenges that may arise when supporting individuals to make decisions if they have had limited previous decision-making experience. 4.5. Explain the potential positive and negative consequences of risk-taking choices. 4.6. Summarise what action to take if an individual decides to take an unplanned risk

	<p>that places him/her or others in immediate or imminent danger.</p> <p>4.7. Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking.</p>
5. Understand how to support individuals with disabilities to manage identified risks.	<p>5.1. Explain the importance of including risks in the individual's support plan.</p> <p>5.2. Explain why it is important to review risks in the individual's support plan.</p> <p>5.3. Explain why it is important to communicate and work using a consistent approach with all those to support the individual.</p> <p>5.4. Explain approaches used to support individuals with disabilities to test out the risk they wish to undertake.</p>

#### Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>

Title	Understand Mental Wellbeing and Mental Health Promotion in Supporting Individuals with Learning Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE909
Unit Reference No	T/618/2406
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups.	
Learning Outcomes	Assessment Criteria
1. Understand the nature of mental wellbeing and mental health and the factors that may influence these during the life of an individual who has a learning disability.	1.1. Research the percentage of individuals with learning disabilities who also experience mental health problems. 1.2. Critically compare two different views on the nature of mental wellbeing and mental health. 1.3. Explain the factors that may influence mental wellbeing and mental health problems over an individual's life including: a) biological factors b) social factors c) psychological factors 1.4. Explain how the following types of risk factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health including: a) inequalities b) poor quality social relationships 1.5. Explain how the following types of protective factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health including: a) socially valued roles b) social support and contact
2. Understand strategies for promoting mental wellbeing and mental health with individuals and groups who have learning disabilities.	2.1. Explain the benefits of early intervention in promoting an individual's mental health and wellbeing. 2.2. Illustrate the steps that an individual may take to promote their mental wellbeing and mental health. 2.3. Explain how to support an individual in promoting their mental wellbeing and mental health. 2.4. Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health. 2.5. Summarise the key aspects of either a local, national or international strategy to promote mental wellbeing and mental health within a group or community. 2.6. Evaluate the effectiveness of the strategy identified in AC2.5 to promote mental wellbeing and mental health.

### Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Effective Communication within Health and Social Care Settings
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE910
Unit Reference No	A/618/2410
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of effective communication within health and social care, how to improve the effectiveness of communication and legislation relating to communication within a health and social care environment.	
Learning Outcomes	Assessment Criteria
1. Understand why effective communication is important within health and social care settings and its impact on relationships.	1.1. Summarise why effective communication is important within health and social care settings including: <ol style="list-style-type: none"> <li>verbal communication</li> <li>non-verbal communication</li> </ol> 1.2. Explain how communication can affect relationships within health and social care settings.
2. Understand how to address the communication and language needs, wishes and preferences of individuals.	2.1. Explain how to assess an individual's communication and language needs, wishes and preferences. 2.2. Critically compare at least four communication approaches that address an individual's communication needs, wishes and preferences. 2.3. Explain how and when you would seek advice to improve the effectiveness of own communication with others.
3. Be able to reduce barriers to effective communication with individuals with learning disabilities.	3.3 Summarise at least four barriers to effective communication. 3.4 Critically compare different approaches that may reduce barriers to effective communication. 3.5 Explain at least three ways to confirm communications with individuals with learning disabilities have been understood. 3.6 Summarise at least three sources of information, support or services that may increase the effectiveness of communication.
4. Understand how to apply legislation, principles and practices relating to confidentiality.	4.1. Explain what is meant by the term confidentiality 4.2. Summarise at least two pieces of legislation that relates to confidentiality and the sharing of information. 4.3. Summarise at least four ways to maintain confidentiality in everyday communications. 4.4. Explain situations where information normally considered to be confidential might be shared with others. 4.5. Explain how and when to seek advice regarding confidentiality.

### Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Theory and Practice of Supporting Individuals with Autistic Spectrum Conditions
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE911
Unit Reference No	Y/618/2415
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand autistic spectrum conditions and explore theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support.	
Learning Outcomes	Assessment Criteria
1. Understand the main characteristics of autistic spectrum conditions.	1.1. Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests. 1.2. Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the Triad of Impairments. 1.3. Explain what is meant by the term spectrum in relation to autism by referring to sub-conditions and individual variation within the autistic spectrum. 1.4. Summarise the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition. 1.5. Summarise other conditions that may be associated with the autistic spectrum. 1.6. Critically compare how language and intellectual abilities may vary between individuals and subgroups across the spectrum.
2. Understand the impact of autistic spectrum conditions, how they are viewed and ways of helping.	2.1. Summarise ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them. 2.2. Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment. 2.3. Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families. 2.4. Summarise ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition.
3. Understand different theories, terminology and perspectives on autism.	3.1. Explain theories about autism related to: a) brain function and genetics b) psychology 3.2. Explain why there are alternative choices of terminology used to describe the autism spectrum identifying strengths and limitations of each. 3.3. Explain the contributions of autism rights groups and the impact of their views for the

	<p>support of individuals with an autistic spectrum condition.</p> <p>3.4. Summarise the main controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis.</p> <p>3.5. Explain why it is important to take into account different views on personal life priorities when supporting individuals on the autistic spectrum</p>
4. Understand the legal and policy framework that supports individuals with autistic spectrum conditions.	<p>4.1. Identify what legislation, national and local policy and guidance exist in relation to autistic spectrum conditions and how they apply to individuals or particular situations.</p> <p>4.2. Explain how the application of legislation and national and local policy and guidance regarding individuals on the autistic spectrum may differ according to their particular needs.</p>
5. Understand how to promote effective communication with individuals with an autistic spectrum condition.	<p>5.1. Explain using at least three examples how challenging behaviour may be a way of an individual expressing emotions when experiencing communication difficulties.</p> <p>5.2. Critically compare methods and systems used to develop and support an individual's communication.</p> <p>5.3. Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style.</p>
6. Understand how to support individuals with an autistic spectrum condition.	<p>6.1. Explain why it is important to establish a person-centred plan addressing an individual's specific preferences and needs.</p> <p>6.2. Explain why consultation with families/parents/carers is important in person-centred planning and support.</p> <p>6.3. Critically compare different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills.</p> <p>6.4. Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment.</p> <p>6.5. Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm.</p> <p>6.6. Explain how needs change for individuals and their families at different stages of their lives.</p> <p>6.7. Summarise the role that advocacy can play in the support of individuals with an autistic spectrum condition.</p>

### Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Appropriate Workplace Behaviour	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBD678	
Unit Reference No	R/615/0661	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise and deal with appropriate workplace behaviour.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Recognise appropriate behaviour and boundaries to protect yourself in a workplace.	1.1. Identify appropriate trainee behaviour in a workplace. 1.2. Outline relevant boundaries for trainees within a workplace. 1.3. State the possible consequences of inappropriate behaviour.	
2. Be able to recognise and report concerns.	2.1. List factors that may cause you to be concerned in a workplace. 2.2. Identify how and who to report your concerns to.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

## 11. Quality Assurance of Centre Performance

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### 11.1 Internal Assessment

When delivering and assessing these qualifications, 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 Verifier to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Verifier prior to the delivery of the qualification.

All units within these qualifications 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 qualifications.

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 Verification**

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

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

Internal Verifiers 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 Verifiers 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 verification practice, please see the 'OCN NI Centre Handbook'. Internal Verification 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 verification team needs to keep effective records.

- The programme must have an assessment and internal verification 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](http://www.ocnni.org.uk):

- A1 – Learner Assessment Record per Learner
- A2 – Assessment Decision Form 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 Verification 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 Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the 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 verification

Centres offering these qualifications 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 Verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

## 12. Administration

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### 12.1 Registration

A centre must register learners for these qualifications within 20 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](http://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 3 Award in Supporting Individuals with Learning Disabilities**

**Qualification number: 603/6044/6**

**OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities**

**Qualification number: 603/6043/4**

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Operational start date: 1 July 2020  
Operational end date: 30 June 2030  
Certification end date: 30 June 2033

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