



# Qualification Specification:

## **OCN NI Level 2 Award in Business Administration Skills**

- **Qualification No: 603/7913/3**

## **OCN NI Level 2 Certificate in Business Administration Skills**

- **Qualification No: 603/7912/1**

## **OCN NI Level 2 Extended Certificate in Business Administration Skills**

- **Qualification No: 603/7911/X**

## **OCN NI Level 2 Diploma in Business Administration Skills**

- **Qualification No: 603/7909/1**

Version: 2.0



# 1. Specification Updates

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Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format	V2.0 – December 2025
Specification	Updated NOS	V2.1 – May 2026

## 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 2 Suite of Business Administration Skills**.

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 2 Award, Certificate, Extended Certificate and Diploma in Business Administration Skills.

- **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 quality assurance 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.
- **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 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 2 Award in Business Administration Skills

Qualification Number: 603/7913/3

OCN NI Level 2 Certificate in Business Administration Skills

Qualification Number: 603/7912/1

OCN NI Level 2 Extended Certificate in Business Administration Skills

Qualification Number: 603/7911/X

OCN NI Level 2 Diploma in Business Administration Skills

Qualification Number: 603/7909/1

Operational start date: 01 October 2021

Review date: 30 September 2030

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:

**Subject Area: 15.2 Administration**

**NOS: [NOS Business-Admin-2021.pdf](#)**

### 5.3 Grading

Grading for these qualifications is pass/fail.

### 5.4 Qualifications' Aim and Objectives

#### Qualifications' Aim

The aim of the OCN NI Level 2 Award, Certificate, Extended Certificate and Diploma in Business Administration Skills qualifications is to allow learners to develop the knowledge, understanding and key skills required to work within business administration.

#### Qualifications' Objectives

The objectives of the OCN NI Level 2 Award, Certificate, Extended Certificate and Diploma in Business Administration Skills qualification are to enable learners to develop the knowledge and understanding in the following areas:

- business administration
- information technology and
- develop occupationally related skills

### 5.5 Target Learners

These qualifications are targeted at individuals who want to progress to further/ higher study or employment within business administration and related sectors.

### 5.6 NI Entitlement Framework

OCN NI has a wide range of vocational and technical qualifications available to offer in schools through the [Entitlement Framework](#). The NIEFQAN file shows details of GCSE Guided Learning Hours (GLHs) size equivalences for level 1 and level 2 qualifications, and A-level Guided Learning Hours (GLH) size equivalences for qualifications at level 3.

The system is designed to enable schools to report their performance. The information on GLHs/size equivalency applies only to the allocation of school performance points.

It is not intended for use in relation to the equivalency of qualifications for employment and/or further/higher education purposes.

### 5.7 Entry Requirements

There are no formal entry requirements for these qualifications though learners should be a minimum of 14 years of age.

## 5.8 Progression

The OCN NI Level 2 Suite of qualifications in Business Administration Skills will allow learners to progress from Award to Certificate to Extended Certificate to Diploma in Business Administration Skills and also to:

- other level 2 vocational qualifications
- higher level qualifications in a business related area
- employment within the business administration and related sectors

## 5.9 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 Quality Assurance (IQA)

\*Note: An individual cannot serve as an IQA 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. They should also have a minimum of one year's 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 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 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 qualifications.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification 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:** IQA 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 2 Award, Certificate, Extended Certificate and Diploma in Business Administration Skills 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. These qualifications will allow learners to develop the knowledge, understanding and key skills required to work within business administration, information technology and to develop occupationally related skills.

### 7.2 Qualification Level

In the context of the OCN NI Level 2 Award, Certificate, Extended Certificate and Diploma in Business Administration Skills 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 2, which signify a moderate 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 2 Award in Business Administration Skills</b>	
Total Qualification Time (TQT):	60 hours
<b>OCN NI Level 2 Certificate in Business Administration Skills</b>	
Total Credits Required:	6 credits
Guided Learning Hours (GLH):	48 hours
<b>OCN NI Level 2 Extended Certificate in Business Administration Skills</b>	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	120 hours
<b>OCN NI Level 2 Diploma in Business Administration Skills</b>	
Total Qualification Time (TQT):	300 hours
Total Credits Required:	30 credits
Guided Learning Hours (GLH):	240 hours

<b>OCN NI Level 2 Diploma in Business Administration Skills</b>	
Total Qualification Time (TQT):	410 hours
Total Credits Required:	41 credits
Guided Learning Hours (GLH):	328 hours

## 7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Business Administration Skills** learners must successfully complete a total of 6 credits from any units in any group.

To achieve the **OCN NI Level 2 Certificate in Business Administration Skills** learners must successfully complete a total of 15 credits, at least 6 credits must be taken from the core units.

To achieve the **OCN NI Level 2 Extended Certificate in Business Administration Skills** learners must successfully complete a total of 30 credits, at least 9 credits must be taken from the core units.

To achieve the **OCN NI Level 2 Diploma in Business Administration Skills** learners must successfully complete a total of 41 credits, at least 12 credits must be taken from the core units.

## 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 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 these qualifications are Level 2.
- **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 2 Award in Business Administration Skills

Total Qualification Time (TQT) for this qualification:	60 hours
Guided Learning Hours (GLH) for this qualification:	48 hours

To achieve the OCN NI Level 2 Award in Business Administration Skills the learner must successfully complete a total of 6 credits from any units in any group.

### OCN NI Level 2 Certificate in Business Administration Skills

Total Qualification Time (TQT) for this qualification:	150 hours
Guided Learning Hours (GLH) for this qualification:	120 hours

To achieve the OCN NI Level 2 Certificate in Business Administration Skills the learner must successfully complete a total of 15 credits, at least 6 credits must be taken from the core units.

### OCN NI Level 2 Extended Certificate in Business Administration Skills

Total Qualification Time (TQT) for this qualification:	300 hours
Guided Learning Hours (GLH) for this qualification:	240 hours

To achieve the OCN NI Level 2 Extended Certificate in Business Administration Skills the learner must successfully complete a total of 30 credits, at least 9 credits must be taken from the core units.

### OCN NI Level 2 Diploma in Business Administration Skills

Total Qualification Time (TQT) for this qualification:	410 hours
Guided Learning Hours (GLH) for this qualification:	328 hours

To achieve the OCN NI Level 2 Diploma in Business Administration Skills the learner must successfully complete a total of 41 credits, at least 12 credits must be taken from the core units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<b>Core Units</b>					
<a href="#">F/618/8578</a>	CBF480	Handling Mail	2	16	Two
<a href="#">J/618/8579</a>	CBF481	Written Business Communications	3	24	Two
<a href="#">A/618/8580</a>	CBF482	Understanding the Role of an Administrator	3	24	Two
<a href="#">F/618/8581</a>	CBF483	Teamwork in Administration	3	24	Two

<a href="#">J/618/8582</a>	CBF484	<b>*Organising Business Meetings</b>	3	24	Two
<a href="#">L/618/8583</a>	CBF485	Organising Business Travel and Accommodation	2	16	Two
<a href="#">R/618/8584</a>	CBF486	Handling Diary Systems	2	16	Two
<a href="#">Y/618/8585</a>	CBF487	Customer Service and Communication	2	16	Two
<a href="#">D/618/8586</a>	CBF488	Career Planning in Administration	3	24	Two
<a href="#">K/618/8591</a>	CBF489	Dealing with Petty Cash and Customer Payments	3	24	Two
<a href="#">M/618/8592</a>	CBF490	Welcoming and Receiving Visitors to the Workplace	2	16	Two
<a href="#">T/618/8593</a>	CBF491	Making and Receiving Business Calls	2	16	Two
<a href="#">A/618/8594</a>	CBF492	Using Office Equipment	4	32	Two
<b>Optional Units</b>					
<a href="#">F/618/8595</a>	CBF493	Time Management in a Business Environment	3	24	Two
<a href="#">J/618/8596</a>	CBF494	Improving Assertiveness in a Business Environment	2	16	Two
<a href="#">L/618/8597</a>	CBF495	Decision Making in a Business Environment	3	24	Two
<a href="#">R/618/8598</a>	CBF496	Problem Solving Skills in Business Administration	2	16	Two
<a href="#">Y/618/8599</a>	CBF497	Oral Presentation Skills in a Business Environment	3	24	Two
<a href="#">F/618/8600</a>	CBF498	Improving Own Confidence, Health and Personal Presentation in a Business Environment	3	24	Two
<a href="#">J/618/8601</a>	CBF499	Project Management	3	24	Two
<a href="#">L/618/8602</a>	CBF500	Reviewing and Developing Office Procedures	3	24	Two
<a href="#">R/618/8603</a>	CBF501	Quality Standards and Systems for Business	2	16	Two
<a href="#">Y/618/8604</a>	CBF502	<b>*Supporting Business Meetings</b>	3	24	Two
<a href="#">D/618/8605</a>	CBF503	Using Social Media to Market Products and Services	2	16	Two
<a href="#">H/618/8606</a>	CBF504	Remote Working for Business	3	24	Two

<a href="#">K/618/8607</a>	CBF505	Introduction to Cyber Security	2	16	Two
<a href="#">M/618/8608</a>	CBF506	Computerised Accounting Software	3	24	Two
<a href="#">T/618/8609</a>	CBF507	Project Management Software	4	32	Two
<a href="#">K/618/8610</a>	CBF508	Word Processing Software	4	32	Two
<a href="#">M/618/8611</a>	CBF509	Bespoke Software	3	24	Two
<a href="#">T/618/8612</a>	CBF510	Database Software	4	32	Two
<a href="#">A/618/8613</a>	CBF511	Use Digital Imaging and Printing Tools	4	32	Two
<a href="#">F/618/8614</a>	CBF512	Desktop Publishing	4	32	Two
<a href="#">J/618/8615</a>	CBF513	IT Communication Fundamentals	2	16	Two
<a href="#">L/618/8616</a>	CBF514	IT Software Fundamentals	3	24	Two
<a href="#">R/618/8617</a>	CBF515	IT User Fundamentals	3	24	Two
<a href="#">Y/618/8618</a>	CBF516	Imaging Software Tools	4	32	Two
<a href="#">D/618/8619</a>	CBF517	Improving Productivity Using IT	4	32	Two
<a href="#">R/618/8620</a>	CBF518	Presentation Software	2	16	Two
<a href="#">Y/618/8621</a>	CBF519	Email Software Skills	3	24	Two
<a href="#">D/618/8622</a>	CBF520	Specialist Software	3	24	Two
<a href="#">H/618/8623</a>	CBF521	Spreadsheet Software	4	32	Two
<a href="#">K/618/8624</a>	CBF522	Using the Internet	4	32	Two
<a href="#">M/618/8625</a>	CBF523	Health and Safety in a Working Environment	3	24	Two
<a href="#">T/618/8626</a>	CBF524	Mental Health, Well-being and Building Resilience	3	24	Two
<a href="#">A/618/8627</a>	CBF525	Understanding Employment Legislation, Contracts and Pay	2	16	Two
<a href="#">F/618/8628</a>	CBF526	Understanding Equal Opportunities in the Workplace	3	24	Two
<a href="#">J/618/8629</a>	CBF527	Business Administration Work Placement	3	24	Two
<a href="#">D/650/8488</a>	CBG349	Legal Audio Processing	6	48	Two
<a href="#">F/650/8489</a>	CBG350	Legal Word Processing	10	80	Two

<a href="#">K/650/8490</a>	CBG351	Proofreading Legal and Business Documents	2	16	Two
<a href="#">L/650/8491</a>	CBG352	Working in a Legal Environment	12	96	Two
<a href="#">M/650/8492</a>	CBG353	Using Databases in a Legal Environment	3	24	Two
<a href="#">R/650/8493</a>	CBG354	Using Spreadsheets in a Legal Environment	3	24	Two
<a href="#">T/650/8494</a>	CBG355	Administration Skills within a Medical Environment	8	64	Two
<a href="#">Y/650/8495</a>	CBG356	Communication Skills within a Medical Environment	3	24	Two
<a href="#">A/650/8496</a>	CBG357	Manage Personal Performance and Development	4	32	Two
<a href="#">D/650/8497</a>	CBG358	Medical Principles for Administrators	9	72	Two
<a href="#">F/650/8498</a>	CBG359	Medical Terminology	6	48	Two
<a href="#">H/650/8499</a>	CBG360	Medical Word Processing	6	48	Two
<a href="#">R/650/8500</a>	CBG361	Producing Medical Documents from Recorded Speech	5	40	Two
<a href="#">T/650/8501</a>	CBG362	Working in the National Health Service	5	40	Two

***\*Note: Barred units (only one of the units below will count towards qualification achievement)***

- Organising Business Meetings
- Supporting Business Meetings

## 10. Unit Content

Title	Handling Mail	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF480	
Unit Reference No	F/618/8578	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop skills in handling postal mail and aspects associated with it.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Know why it is important for a business to handle mail efficiently and securely.	1.1. Summarise how efficient distribution of mail benefits a business and why inaccuracies or delays may have negative impact. 1.2. Describe procedures to protect confidential information.	
2. Be able to handle incoming and outgoing mail.	2.1. Demonstrate how to handle incoming and outgoing mail including: <ul style="list-style-type: none"> <li>a) sorting incoming mail</li> <li>b) distribution of incoming mail accurately to a given deadline</li> <li>c) collecting and sorting outgoing mail accurately and on time</li> <li>d) dispatching outgoing mail on time</li> </ul> 2.2. Describe how to deal with suspicious or damaged items.	
<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
Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder 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	Written Business Communications	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF481	
Unit Reference No	J/618/8579	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to produce clear and concise written business communications and documents.		
Learning Outcomes		Assessment Criteria
1. Know the purpose of different forms of written business communication.	1.1. Describe the purpose of different forms of written business communication including: a) formal b) informal	
2. Be able to extract information in order to produce clear and concise written business documents.	2.1. Extract information from appropriate sources in order to produce at least two different written clear and concise business documents.	
3. Be able to produce different written business documents.	3.1. Produce at least two different written business documents using the information extracted in AC 2.1 complying with business requirements.	
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 Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder 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	Understanding the Role of an Administrator	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF482	
Unit Reference No	A/618/8580	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of an administrator in a business environment including health and safety, legislation and organising work areas.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know the role of an administrator within a business environment.	1.1. Describe the role of an administrator within a business environment and how it relates to others within the business organisation.	
2. Understand legislation affecting the work of administrators within a business environment.	2.1. Describe the impact of legislation affecting the work of administrators within a business environment including General Data Protection Regulation (GDPR).	
3. Understand how health and safety issues may affect the work of administrators within a business environment.	3.1. Describe how health and safety issues may affect the work of administrators within a business environment.	
4. Understand the importance of organising work areas within a business environment.	4.1. Describe the importance of organising work areas within a business environment.	
5. Be able to carry out general administrative processes in a business environment.	5.1. Carry out general administrative processes including: a) using office equipment b) filing business documents in appropriate format c) handling incoming and outgoing mail	
<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
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	Teamwork in Administration	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF483	
Unit Reference No	F/618/8581	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to work effectively as part of an administration team within a business environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know how administration teams operate within a business environment.	1.1. Describe how administration teams operate within a business environment including: a) attributes of successful teams b) roles and responsibilities of different team members	
2. Be able to plan and carry out administrative team tasks within a business environment.	2.1. Produce a plan to successfully carry out given administrative team tasks including roles and responsibilities of team members. 2.2. Carry out team tasks identified in AC 2.1.	
3. Be able to reflect on own and team's performance.	3.1. Reflect on own and other team members contribution to team tasks carried out in AC 2.2. identifying possible areas for improvement.	
<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
Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder 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	Organising Business Meetings	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF484	
Unit Reference No	J/618/8582	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to organise and support the set-up of effective business meetings.		
Learning Outcomes	Assessment Criteria	
1. Be able to make arrangements to support meetings within a business environment.	1.1. Outline the purpose of business meetings. 1.2. Confirm the requirements of at least two different types of business meetings including: a) date b) time c) duration d) location e) attendees f) facilities 1.3. Book and confirm rooms for meetings identified in AC 1.2.	
2. Be able to produce documentation required for business meetings.	2.1. Produce a Notice of Meeting for given business meeting. 2.2. Produce an agenda and attendee list for meeting identified in AC 2.1. including apologies.	
3. Be able to carry out pre-meeting checks and preparations.	3.1. Carry out pre-meeting checks and preparations including business meeting documents, items and facilities.	
4. Understand the need for business meeting document confidentiality.	4.1. Describe ways in which business meeting documents can be kept and distributed while maintaining confidentiality.	
5. Be able to distribute documentation following meetings.	5.1. Circulate minutes and other meeting documents, in accordance with organisational 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 Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the	Record of observation Learner notes/written work Tutor notes/record

	skills and/or knowledge gained throughout the course	Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Organising Business Travel and Accommodation	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF485	
Unit Reference No	L/618/8583	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to make business travel and accommodation arrangements.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Be able to make business travel arrangements.	1.1. Identify business travel requirements following organisational procedures including: <ul style="list-style-type: none"> <li>a) making a checklist</li> <li>b) accommodation requirements</li> <li>c) budget</li> </ul> 1.2. Prepare a preliminary itinerary for business travel.         1.3. Make business travel bookings following organisational procedures.	
2. Be able to produce business travel documentation.	2.1. Produce business travel documentation including: <ul style="list-style-type: none"> <li>a) confirmed itinerary</li> <li>b) supporting travel documents</li> </ul>	
3. Be able to confirm arrangements prior to the business travel.	3.1. Confirm and communicate up to date business travel arrangements prior to departure.	
<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
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	Handling Diary Systems	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF486	
Unit Reference No	R/618/8584	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to select, set up and effectively run a diary system.		
Learning Outcomes	Assessment Criteria	
1. Be aware of different types of diary systems.	1.1. Describe different diary systems including: a) advantages b) disadvantages c) confidentiality considerations d) accessibility factors	
2. Understand how to create new and update diary entries.	2.1. Create new diary entries for meetings including: a) purpose/name of meeting b) time/date c) location d) attendees 2.2. Liaise with attendees when making diary entries including confirming final details. 2.3. Update diary entries created in AC 2.1 in line organisational procedures and communicate changes to all meeting attendees and 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/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder 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	Customer Service and Communication	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF487	
Unit Reference No	Y/618/8585	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to communicate effectively with internal and external customers as well understand the importance of customer service in an administrative environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be aware of different types of customers and importance of good customer service.	1.1. Compare with examples different types of internal and external customers. 1.2. Describe the importance of having good customer service in an administrative role. 1.3. Compare the impact of poor and good customer service in an administrative environment.	
2. Be able to communicate verbally with customers.	2.1. Demonstrate effective verbal communication with customers both face to face and via telephone including: <ul style="list-style-type: none"> <li>a) presenting a positive image</li> <li>b) listening skills</li> <li>c) use of tone and language</li> <li>d) conveying information</li> <li>e) confirming any decisions</li> </ul> 2.2. Demonstrate how to resolve customer complaints in line with organisational policies and procedures.	
3. Be able to record customer interactions and action as appropriate.	3.1. Record appropriate information from customer interactions in line with organisational policies and procedures and action as required.	
<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
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	Career Planning in Administration
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF488
Unit Reference No	D/618/8586
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different administrative careers and help develop the skills needed to prepare and develop a personal career development plan and CV.	
Learning Outcomes	Assessment Criteria
1. Be aware of sources of information regarding careers in administration and progression opportunities.	1.1. Outline sources of information regarding careers in administration. 1.2. Compare different career paths in administration locally, nationally and internationally including skills, experience and qualifications. 1.3. Summarise transferable skills between each of career paths identified in AC 1.2.
2. Understand the recruitment process.	2.1. Describe the steps involved in the recruitment process for careers in administration.
3. Be able to identify personal development needs.	3.1. Summarise the benefits of Personal Development Plans (PDPs) to career development and personal life. 3.2. Produce a PDP including: a) areas to develop b) own strengths c) action plan
4. Be able to produce a Curriculum Vitae (CV).	4.1. Produce a personal CV including: a) name b) address c) contact details d) skills, experience and goals e) education f) qualifications g) career history h) referees
5. Be able to assess own suitability for administration roles.	5.1. Use sources identified in AC 1.1 to obtain information on administrative roles. 5.2. Assess own suitability for roles identified in AC 5.1 against the entry requirements.
6. Be able to prepare for a job interview for a specific administration job.	6.1. Illustrate how to prepare for a job interview for one of the administrative roles identified in AC 5.2 including: a) possible interview questions and answers b) questions to ask c) appropriate dress code d) location and time

### Assessment Guidance

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Assessment Method	Definition	Possible Content
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Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder 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	Dealing with Petty Cash and Customer Payments	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF489	
Unit Reference No	K/618/8591	
<i>Unit purpose and aim(s):</i> This unit will enable learners to administer a petty cash system and customer payments.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Know how a petty cash system is operated within a business.	1.1. Describe the purpose of a petty cash system. 1.2. Describe ways in which a petty cash system can be maintained. 1.3. Describe methods of keeping petty cash funds secure. 1.4. Describe the consequences of not maintaining confidentiality and security when dealing with petty cash transactions.	
2. Be able to use a petty cash system in accordance with organisational procedures.	2.1. Perform petty cash transactions. 2.2. Identify petty cash discrepancies. 2.3. Resolve petty cash discrepancies.	
3. Be able to follow organisational procedures for dealing with customer accounts.	3.1. Record payments received from customers in accordance with organisational procedures. 3.2. Record payments made to customers in accordance with organisational procedures.	
<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
Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder 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	Welcoming and Receiving Visitors to the Workplace	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF490	
Unit Reference No	M/618/8592	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to welcome and receive visitors to the workplace.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know why it is important to a business that visitors are made welcome.	1.1. Outline how treating visitors politely and in a positive way benefits the business.	
2. Be able to welcome and receive visitors to the workplace in a positive manner.	2.1. Demonstrate how to welcome and receive visitors to the workplace in a positive manner including: <ul style="list-style-type: none"> <li>a) establishing purpose of visit</li> <li>b) following organisational procedures</li> <li>c) answering routine questions</li> <li>d) making visitors feel welcome during any period of waiting</li> <li>e) using appropriate tone and language, including body language</li> </ul>	
<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
Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder 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	Making and Receiving Business Calls	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF491	
Unit Reference No	T/618/8593	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand administrative tasks associated with making and receiving business calls using different technologies including landlines, mobiles and online audio-conferencing platforms.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know why it is important to a business that calls are handled appropriately.	1.1. Outline how appropriate tone and language creates a positive impression for a business.	
2. Be able to make business calls.	2.1. Demonstrate how to make clear and accurate business calls using appropriate tone and language for at least two different technologies including: a) identifying the purpose of the call b) confirming the name and number of the person	
3. Be able to receive business calls.	3.1. Demonstrate how to receive business calls using appropriate tone and language for at least two different technologies including: a) answering the call promptly and politely, observing any organisational procedures b) identifying the caller, where they are calling from and the reason for their call c) following organisational procedures d) taking short messages	
<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
Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder 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	Using Office Equipment
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF492
Unit Reference No	A/618/8594
<i>Unit purpose and aim(s):</i> This unit will enable the learner to perform routine office tasks using office equipment.	
Learning Outcomes	Assessment Criteria
1. Be able to prepare the photocopier, scanner and printer for use.	1.1. Use the photocopier, scanner and printer according to the manufacturer's instructions and health and safety regulations. 1.2. Prepare photocopier, scanner and printer for task including checking for sufficient paper levels. 1.3. Input correct settings for the task.
2. Perform photocopying, scanning and printing tasks.	2.1. Carryout photocopying and printing tasks including: <ul style="list-style-type: none"> <li>a) producing the correct number of copies of single page</li> <li>b) using the automatic feeder to produce the correct number of copies of multiple pages</li> <li>c) using the sort and staple function for multi-page tasks</li> <li>d) using the double-sided function</li> </ul> 2.2. Scan single and multiple documents including single and double-sided documents.
3. Perform binding and laminating of documents.	3.1. Prepare documents for the following: <ul style="list-style-type: none"> <li>a) binding</li> <li>b) laminating</li> </ul> 3.2. Bind a document. 3.3. Laminate a document.
4. Perform the shredding of documents.	4.1. Summarise why some documents should be shredded. 4.2. Identify appropriate documents to be shredded. 4.3. Shred documents. 4.4. Dispose of waste appropriately.
5. Know how to resolve basic problems with office machines.	5.1. Identify at least two basic problems that may occur with each of the following office machines and how they may be resolved: <ul style="list-style-type: none"> <li>a) printers</li> <li>b) photocopiers</li> <li>c) laminators</li> <li>d) shredders</li> </ul>

### 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	Time Management in a Business Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF493	
Unit Reference No	F/618/8595	
<i>Unit purpose and aim(s):</i> This unit will enable the learners to develop time management skills in a business environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand own time management.	1.1. Assess the hours spent over a period of time on work related activities identifying when you were most productive and least productive. 1.2. Classify at least two examples of common business administration activities in each of the following categories: a) urgent b) important c) not important	
2. Understand the use of time management skills, tools and techniques in a business environment.	2.1. Describe what is meant by time management and at least three time management tools or techniques that may be used in a business environment. 2.2. Illustrate how the management tools and techniques identified in AC 2.1 can be used for given administrative tasks	
3. Understand how time management may reduce stress in a business environment.	3.1. Outline two examples of physical and emotional symptoms of stress related to working in business environment. 3.2. Describe how time management can help reduce stress in a business environment. 3.3. Outline a plan of own time to reduce stress within a business environment.	
<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
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

Title	Improving Assertiveness in a Business Environment	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF494	
Unit Reference No	J/618/8596	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand assertive behaviour and when it is appropriate in a business environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand assertiveness in a business environment.	1.1. Describe what is meant by assertiveness. 1.2. Describe using examples assertive behaviour and its benefits within a business environment. 1.3. Describe at least three situations where assertiveness could be used to achieve a desired outcome within a business environment.	
2. Understand different behaviours.	2.1. Compare different behaviours including: a) assertive b) passive c) aggressive	
3. Know when it is appropriate to be assertive within a business environment.	3.1. Illustrate how to be assertive in at least three different business situations. 3.2. Describe the importance of self-control when being assertive in a business environment.	
<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
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

Title	Decision Making in a Business Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF495	
Unit Reference No	L/618/8597	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand decision making in a business environment and situations that require assertiveness and self-control.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand different decision-making methods.	1.1. Describe using examples autocratic, democratic and consensual decision-making giving advantages and disadvantages of each. 1.2. Describe how the business environment should impact on own decision making and choices.	
2. Be aware of the rights and responsibilities of self and others within a business environment.	2.1. Describe own and others' rights and responsibilities in a group situation within a business environment. 2.2. Demonstrate how to contribute to a discussion in different business situations.	
3. Recognise how negotiation skills can be used to contribute to achieving a desired outcome in a business environment.	3.1. Illustrate how effective negotiation skills can be used to contribute to achieving a desired outcome in a business environment.	
4. Be aware of the implications and benefits of self-control and assertiveness.	4.1. Describe business situations in which self-control and assertiveness may be used to achieve a desired outcome. 4.2. Assess the benefits of being assertive within a business environment.	
<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
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

Title	Problem Solving Skills in Business Administration	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF496	
Unit Reference No	R/618/8598	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise a range of problems in the business environment and how to identify appropriate solutions to resolve the problem.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Recognise problems that may arise in business administration.	1.1. Describe the main causes of problems that may arise in a business administration.	
2. Recognise solutions to business administration problems and review their effectiveness.	2.1. Describe a business administration problem and how it might be addressed using the following: <ul style="list-style-type: none"> <li>a) appropriate actions</li> <li>b) sources of help</li> <li>c) collaborative working</li> <li>d) consequences if not addressed</li> </ul> 2.2. Assess effectiveness of the solution identifying areas for improvement.	
<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
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

Title	Oral Presentation Skills in a Business Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF497	
Unit Reference No	Y/618/8599	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to source information, plan, present and evaluate a presentation within a business environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to source information and plan a presentation within a business environment.	1.1. Describe how to locate different sources of information relevant to the topic of the given presentation within a business environment. 1.2. Prepare a plan for the presentation identified in AC 1.1	
2. Be able to deliver a structured presentation to an audience within a business environment.	2.1. Deliver a presentation based on the plan developed in AC 1.2 ensuring it is: a) clearly introduced b) presented logically c) explains key concepts d) supported with evidence e) effectively concluded 2.2. Demonstrate awareness of the audience ensuring you: a) speak audibly b) adapt pace c) use support materials d) listen and respond to questions	
3. Know how to evaluate the presentation.	3.1. Evaluate the presentation delivered in AC 2.2 identifying areas for improvement.	
<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
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

Title	Improving Own Confidence, Health and Personal Presentation in a Business Environment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF498
Unit Reference No	F/618/8600
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand own confidence, health and personal presentation within a business environment	
Learning Outcomes	Assessment Criteria
1. Know how to assess own level of confidence and factors impacting on own level of confidence within a business environment.	1.1. Describe how own confidence may be impacted in the business environment by the following factors and strategies for addressing: <ul style="list-style-type: none"> <li>a) own personal appearance</li> <li>b) ability to interact socially</li> <li>c) ability to undertake workplace activities and tasks</li> <li>d) interests and activities</li> <li>e) own level of health</li> <li>f) stress</li> </ul> 1.2. Assess own level of confidence, factors which may impact adversely on own workplace level confidence and how they may be addressed.
2. Use techniques to improve own personal presentation within a business environment.	2.1. Compare how appropriate presentation in the business environment differs from an individual's presentation in at least one other situation. 2.2. Summarise how the following areas impact on how own personal appearance is viewed by others within the business environment: <ul style="list-style-type: none"> <li>a) own level of health</li> <li>b) personal grooming</li> <li>c) having a positive attitude</li> </ul> 2.3. Illustrate how to dress appropriately for at least different three situations including at least one office environment situation. 2.4. Apply personal grooming techniques to improve own personal appearance appropriate to the business environment: <ul style="list-style-type: none"> <li>a) hair, head and face</li> <li>b) skin including use of appropriate makeup or cleansing, toning, exfoliating and moisturising techniques</li> <li>c) nails</li> <li>d) teeth</li> <li>e) cleanliness including use of deodorant</li> </ul>

<p>3. Be able to plan for personal improvement within a business environment.</p>	<p>3.1. Use a structured approach to plan to improve own self within a business environment including:</p> <ul style="list-style-type: none"> <li>a) improving own health</li> <li>b) improving own workplace confidence</li> <li>c) reducing and managing own workplace stress</li> <li>d) improving own appearance and presentation within a business environment</li> </ul>
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#### Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	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	Project Management	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF499	
Unit Reference No	J/618/8601	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to plan, monitor and assess a project.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know how to plan a project.	1.1. Produce a Specific Measurable Achievable Relevant and Timebound (SMART) action plan to deliver a project including aims and purpose.	
2. Be able to monitor the progress of a project.	2.1. Outline the administrative processes involved in monitoring progress of a project 2.2. Assess and monitor the progress of the project identified in AC1.1 using an appropriate tool or methodology.	
3. Be able to produce a project report.	3.1. Produce a project report outlining the strengths and weaknesses of the project identifying possible areas for improvement.	
<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
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

Title	Reviewing and Developing Office Procedures	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF500	
Unit Reference No	L/618/8602	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to develop new or review existing office procedures.		
Learning Outcomes	Assessment Criteria	
1. Understand office procedures within a business.	1.1. Describe at least three office procedures within a given business including: a) reasons for procedure b) key steps within each c) how they are maintained d) process for review	
2. Be able to review office procedures within a business.	2.1. Review one of the office procedures identified in AC 1.1 identifying possible areas for improvement.	
3. Be able to develop draft administrative procedures and assess its impact.	3.1. Develop a draft administrative procedure to address a given business need and in accordance with given organisational requirements. 3.2. Assess impact of implementing the draft administrative procedure developed in AC 3.1 in terms of: a) resources required b) associated costs and benefits c) staff training required	
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	Quality Standards and Systems for Business	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF501	
Unit Reference No	R/618/8603	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand quality assurance, standards and systems.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the importance of quality assurance and standards to a business.	1.1. Describe what is meant by the term quality assurance and its importance to a business. 1.2. Describe the importance of quality standards to a business including the following: a) ISO 9001 b) Customer Service Excellence Award c) Investors in People 1.3. Outline how quality standards in business link to legislation and guidelines.	
2. Understand the process for implementing quality standards and systems within a business.	2.1. Describe the process for implementing quality standards and systems within a business including administrative processes.	
<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
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Business Meetings	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF502	
Unit Reference No	Y/618/8604	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support online and in person business meetings.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know the purpose of business meetings.	1.1. Describe why meetings need to be held. 1.2. Describe the roles and responsibilities of key meeting participants. 1.3. Describe the purpose of and prepare the following: a) an agenda b) minutes and actions	
2. Understand different meeting techniques.	2.1. Compare different communication methods and the benefits of each including online and in person meetings. 2.2. Compare different problem-solving methods used in meetings.	
3. Know how to prepare, set-up, support and evaluate a business meeting.	3.1. Illustrate the steps required to prepare for an online and in person business meeting to include: a) venue b) invitations c) associated papers 3.2. Describe the importance of planning room layout. 3.3. Provide support at an online and in person business meeting. 3.4. Carry out follow up administrative tasks in line with organisational procedures including an evaluation.	
<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
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

Title	Using Social Media to Market Products and Services	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF503	
Unit Reference No	D/618/8605	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and be able to demonstrate the use of social media to market products and services.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the use of social media to market products and services.	1.1. Compare three different social media platforms in terms of how their functions are designed for different target audiences. 1.2. Describe the use of social media to market products and services. 1.3. Describe how social media can be used to build brand awareness. 1.4. Describe how social media can be used to market the products and services of a specific industry sector.	
2. Be able to demonstrate the use of social media to market products and services.	2.1. Demonstrate and compare the use of three commonly used social media platforms for marketing purposes.	
<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
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Remote Working for Business
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF504
Unit Reference No	H/618/8606
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to work effectively as a remote team member.	
Learning Outcomes	Assessment Criteria
1. Understand remote working.	1.1. Describe what is meant by remote working including advantages, disadvantages, opportunities and challenges. 1.2. Describe the main features of remote working policies and guidelines for business including netiquette.
2. Understand how to set up and resolve technical issues associated with working remotely.	2.1. Outline the equipment and software required to set up for remote working and illustrate how these may be optimised for a given remote workspace including: <ol style="list-style-type: none"> <li>wired and wifi internet connections</li> <li>computers with appropriate communication software</li> <li>ensuring security of equipment, data and internet connection</li> </ol> 2.2. Summarise at least three common technical issues associated with remote working and how they may be resolved. 2.3. Assess the risks associated with remote working in public locations including use of: <ol style="list-style-type: none"> <li>public wifi</li> <li>non encrypted wifi</li> <li>equipment that is shared or not provided by a trusted source</li> <li>automatic hotspot connections</li> <li>non HyperText Transfer Protocol Secure (HTTPS) websites</li> </ol>
3. Understand how to manage own health and well-being when working remotely.	3.1. Describe with examples how own health and well-being may be managed when working remotely including the importance of having a dedicated and safe workspace.
4. Be able to use online collaboration and communication tools effectively and appropriately for remote working.	4.1. Compare the effectiveness of at least three different forms of online communication commonly used when working remotely. 4.2. Configure and use video conferencing to lead an online discussion including: <ol style="list-style-type: none"> <li>presenting own and other's work</li> <li>facilitating team interaction and collaboration</li> <li>sharing and working on documents</li> <li>configuring video background</li> <li>sharing access to screen</li> </ol> 4.3. Outline with examples at least two errors and at least two inappropriate ways online collaboration and communication tools may be used.

### Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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	Introduction to Cyber Security	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF505	
Unit Reference No	K/618/8607	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of risks to security and how these may be prevented and able to perform cyber security precautions on devices.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be aware of physical and virtual risks to security of information and strategies to prevent this occurring.	1.1. Describe four physical and four virtual risks to security of information. 1.2. Describe at least one strategy to prevent unauthorised virtual access to information. 1.3. Describe at least one strategy to prevent unauthorised physical access.	
2. Be able to install and update protection software and passwords to minimise unauthorised access.	2.1. Install antivirus/malware on a given device. 2.2. Assess if software on a given device is the current version and update software as required. 2.3. Describe characteristics of secure passwords. 2.4. Configure and test passwords to minimise unauthorised access.	
3. Be able to protect data on devices vulnerable to unauthorised access.	3.1. Identify at least three different types of devices vulnerable to unauthorised access and describe how security may be improved. 3.2. Summarise types of sensitive data and how unauthorised access to each may occur. 3.3. Implement strategies to prevent unauthorised access to given types of data on three different given device types.	
<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 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	Computerised Accounting Software	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF506	
Unit Reference No	M/618/8608	
<i>Unit purpose and aim(s):</i> This unit will enable the learner select and use tools and techniques for computerised accounting software.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to access, enter and edit accounting information.	1.1. Describe the sources and characteristics of accounting data. 1.2. Set up and create new accounting data records accurately to meet requirements. 1.3. Locate and display accounting data records to meet requirements. 1.4. Check data records meet needs using IT tools, making corrections as necessary. 1.5. Respond appropriately to data entry error messages. 1.6. Describe the risks to data security and procedures used for data protection. 1.7. Apply local and legal guidelines for the storage and use of data.	
2. Be able to select and use tools and techniques to process business transactions.	2.1. Select and use appropriate tools and techniques to enter and process transactions. 2.2. Review transaction process and identify any errors. 2.3. Respond appropriately to any transactions errors and problems. 2.4. Select and use appropriate tools and techniques to process period end routines.	
3. Be able to produce accounting documents and summary reports to meet requirements.	3.1. Describe what information is required and how to prepare and generate accounting documents. 3.2. Prepare and generate accounting documents. 3.3. Prepare and generate management reports as required. 3.4. Import and export data and link to other systems and software.	
<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
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the	Record of observation Learner notes/written work

	tutor or by learners, to enable learners to practise and apply skills and knowledge	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	Project Management Software
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF507
Unit Reference No	T/618/8609
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use project management software.	
Learning Outcomes	Assessment Criteria
1. Be able to create and define a project.	1.1. Assess relevant information in relation to the project. 1.2. Create, store and retrieve project management files effectively in line with local guidelines. 1.3. Define the project file properties and project options.
2. Be able to enter and edit information about project tasks and resources.	2.1. Outline information required including: a) critical tasks b) milestones c) deadlines d) constraints e) resource availability f) utilisation 2.2. Enter and edit information about project into project software. 2.3. Adjust templates for project information. 2.4. Set up and edit dependencies between tasks.
3. Be able to update information about project progress.	3.1. Describe the methods to update and report information about project progress. 3.2. Use editing and formatting techniques to update project elements. 3.3. Update task status in line with progress. 3.4. Update information about resources as required. 3.5. Compare actual progress with project baseline and reschedule uncompleted tasks. 3.6. Identify any risks and issues that may have an impact on the project.
4. Be able to display and report on project status.	4.1. Select and create project reports to meet needs. 4.2. Use filtering and formatting techniques to display project information to meet needs. 4.3. Share project information with other applications.

### 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

Title	Word Processing Software	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBF508	
Unit Reference No	K/618/8610	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use word processing software.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to enter and combine text and other forms of information.	1.1. Describe types of information required in a range of documents. 1.2. Demonstrate techniques to enter text and other information accurately and efficiently. 1.3. Select and use appropriate templates for different purposes. 1.4. Describe how and when to combine and merge information from other software, documents or sources. 1.5. Select and use an editing tool to amend document content. 1.6. Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.	
2. Be able to create and modify layout and structures for word processing documents.	2.1. Describe the document requirements for structure and style. 2.2. Describe what templates and styles are available and when to use them. 2.3. Create and modify columns, tables and forms to organise information. 2.4. Select and apply styles to text.	
3. Be able to format and present documents.	3.1. Describe how a document should be formatted to aid meaning. 3.2. Select and use appropriate techniques to format characters and paragraphs. 3.3. Select and use appropriate page and section layouts to present and print documents. 3.4. Use IT tools to ensure documents are fit for purpose making corrections as required.	
<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

<p>Practical demonstration/assignment</p>	<p>A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</p>	<p>Record of observation Learner notes/written work Learner log</p>
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Title	Bespoke Software	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF509	
Unit Reference No	M/618/8611	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use bespoke software.		
Learning Outcomes	Assessment Criteria	
1. Be able to input and combine information using bespoke applications.	1.1. Input relevant information accurately. 1.2. Describe and demonstrate how to select and use appropriate techniques to link and combine information from different sources or forms. 1.3. Respond appropriately to data entry error messages.	
2. Be able to use appropriate structures to organise and retrieve information.	2.1. Describe what functions are needed to structure, organise and retrieve information effectively. 2.2. Select and use appropriate structures and layouts to organise information. 2.3. Apply local and legal guidelines and conventions for the storage and use of data where available.	
3. Be able to use the functions of the software to process and present information.	3.1. Select and use appropriate tools and techniques to edit process and format information. 3.2. Use IT tools to configure data to meet needs and to make corrections as necessary. 3.3. Select and use appropriate methods to present information.	
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

Title	Database Software	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBF510	
Unit Reference No	T/618/8612	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and use database software.		
Learning Outcomes	Assessment Criteria	
1. Be able to create and modify non-relational database tables.	1.1. Identify the components of a database design. 1.2. Describe the field characteristics for required data. 1.3. Create and modify database tables using different field types. 1.4. Describe ways to maintain data integrity. 1.5. Respond appropriately to problems with database tables. 1.6. Use database tools and techniques to ensure data integrity is maintained.	
2. Be able to enter, edit and organise structured information in a database.	2.1. Create forms to enter, edit and organise data in a database. 2.2. Select and use appropriate tools and techniques to format data entry forms. 2.3. Check data entry meets needs, using IT tools and making corrections as necessary. 2.4. Respond appropriately to data entry errors.	
3. Be able to use database software tools to run queries and produce reports.	3.1. Create and run database queries using multiple criteria to display or amend selected data. 3.2. Plan and produce database reports from a single table non-relational database. 3.3. Select and use appropriate tools and techniques to format database reports. 3.4. Check reports meet needs, using IT tools and making corrections as necessary.	
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	Use Digital Imaging and Printing Tools	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBF511	
Unit Reference No	A/618/8613	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use digital imaging and printing software.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand digital imaging and printing.	1.1. Describe the characteristics of digital imaging and printing. 1.2. Describe copyright issues associated with digital imaging.	
2. Be able to produce digital images and prints.	2.1. Produce digital images using appropriate software tools to meet given requirements. 2.2. Produce digital prints from digital imaging sources to achieve given requirements 2.3. Assess digital images and prints produced in AC 2.1 and 2.2 identifying possible areas for improvement.	
3. Be able to use safe working practices within digital production facilities.	3.1. Describe and use safe working practices within digital production facilities.	
<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
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

Title	Desktop Publishing
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF512
Unit Reference No	F/618/8614
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use desktop software.	
Learning Outcomes	Assessment Criteria
1. Be able to select and use appropriate designs and page layouts for publications.	1.1. Describe what types of information are needed for given publication. 1.2. Describe how to change page design and layout to increase effectiveness of a publication for different media. 1.3. Select, change and use an appropriate page design and layout for publications in line with local guidelines. 1.4. Select and use appropriate media for the publication.
2. Be able to input and combine text and other information within publications.	2.1. Source appropriate information for given publication it is ready for editing and formatting. 2.2. Organise and combine information for publications in line with any copyright constraints. 2.3. Describe how copyright constraints affect use of own and others' information. 2.4. Compare different file formats used to save designs and images. 2.5. Store and retrieve publication files effectively, in line with local guidelines and conventions.
3. Be able to use desktop publishing software techniques to edit and format publications.	3.1. Assess the editing and formatting required for given publication. 3.2. Select and use appropriate techniques to edit publications and format text. 3.3. Manipulate images and graphic elements accurately. 3.4. Control text flow within single and multiple columns and pages. 3.5. Use IT tools to check and make corrections to final product as required. 3.6. Identify and respond to quality problems with publications.

### 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

Title	IT Communication Fundamentals	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF513	
Unit Reference No	J/618/8615	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use IT communications.		
Learning Outcomes	Assessment Criteria	
1. Be able to select and use different sources of information to meet needs.	1.1. Describe different features of information including copyright and other constraints on the use of information 1.2. Select and use appropriate sources of information to meet given requirements	
2. Be able to access, search, select and use Internet-based information.	2.1. Access, navigate and search internet sources of information effectively. 2.2. Use appropriate search techniques to locate relevant information. 2.3. Select and assess information for fitness for purpose.	
3. Be able to select and use IT to communicate and exchange information safely, responsibly and effectively.	3.1. Create access, read and respond appropriately to e-mail and other IT-based communication. 3.2. Use IT tools to manage an address book and schedule activities. 3.3. Manage storage of IT-based communications. 3.4. Describe how to respond to common IT-based communication problems. 3.5. Respond appropriately to common IT-based communication 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 learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	IT Software Fundamentals	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF514	
Unit Reference No	L/618/8616	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use fundamental IT tools and techniques.		
Learning Outcomes	Assessment Criteria	
1. Be able to select and use appropriate software applications.	1.1. Describe what types of information are needed for at least one given need and at least one given problem 1.2. Select and use software applications to develop, produce and present different types of information to meet needs and solve problems identified in AC 1.1.	
2. Be able to enter, develop, combine and format different types of information to suit its meaning and purpose.	2.1. Enter, organise, refine and edit different types of information to meet given needs. 2.2. Use appropriate techniques to combine image and text components. 2.3. Combine information of different forms or from different sources. 2.4. Select and use appropriate page layout to present information effectively.	
3. Be able to present information in ways that are fit for purpose and audience.	3.1. Edit and proof-read information, using software facilities where appropriate. 3.2. Identify inconsistencies or quality issues with the presentation of information. 3.3. Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate.	
4. Be able to evaluate the selection and use of IT tools and facilities to present information.	4.1. Review and modify work as it progresses to ensure the result is fit for purpose and audience. 4.2. Review the effectiveness of the IT tools selected to meet needs identifying possible areas for improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	IT User Fundamentals
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF515
Unit Reference No	R/618/8617
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use IT systems appropriately.	
Learning Outcomes	Assessment Criteria
1. Be able to use IT systems to meet a variety of needs.	1.1. Use correct procedures to start and shutdown an IT system. 1.2. Select and use interface features effectively to interact with IT systems. 1.3. Select and adjust system settings as appropriate to needs. 1.4. Select and use a communication service to access the Internet. 1.5. Use appropriate terminology when describing IT systems.
2. Be able to manage information storage and retrieval appropriately.	2.1. Manage files and folders to enable efficient information retrieval. 2.2. Identify when and why to use different types of storage media. 2.3. Organise and store information, using general and local conventions.
3. Be able to follow and understand the need for safety and security practices.	3.1. Work safely and minimise physical stress due to IT usage. 3.2. Describe the danger of computer viruses, and how to minimise risk. 3.3. Describe how to keep information secure. 3.4. Explain why it is important to stay safe and to respect others when using IT-based communication. 3.5. Follow relevant guidelines and procedures for the safe and secure use of IT.
4. Be able to maintain system and troubleshoot IT system problems.	4.1. Describe why routine and non-routine maintenance is important and when it should be carried out. 4.2. Carry out regular routine maintenance of IT systems safely. 4.3. Identify sources of help and how to get expert advice. 4.4. Identify IT problems and take appropriate action.

### 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	Imaging Software Tools
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF516
Unit Reference No	Y/618/8618
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use imaging software tools.	
Learning Outcomes	Assessment Criteria
1. Be able to obtain, insert and combine information for images.	1.1. Identify images needed to meet requirements. 1.2. Demonstrate how to obtain, input and prepare images to meet needs. 1.3. Describe copyright and other constraints apply to the use of images selected in AC 1.2. 1.4. Use appropriate techniques to organise and combine information from different sources and forms. 1.5. Describe the context in which the images will be used. 1.6. Compare different file formats uses for saving images for different presentation methods. 1.7. Store and retrieve files effectively, in line with local guidelines and conventions.
2. Be able to use imaging software tools to create, manipulate and edit images.	2.1. Describe the technical factors affecting use of images that need to be taken into account. 2.2. Select and use suitable techniques to create images. 2.3. Use guidelines and dimensioning tools appropriately to enhance precision. 2.4. Select and use appropriate tools and techniques to manipulate and edit images. 2.5. Use IT tools to check images meet needs and make corrections as necessary. 2.6. Identify and respond to quality problems with images to ensure they 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

Title	Improving Productivity Using IT	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBF517	
Unit Reference No	D/618/8619	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use IT tools, systems and techniques to improve productivity.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to plan, select and use appropriate IT systems and software.	1.1. Describe the purpose for using IT. 1.2. Describe the methods, skills and resources required to complete at least three different given tasks successfully. 1.3. Plan how to carry out tasks identified in AC 1.2 including identifying factors that may affect the tasks. 1.4. Select and use IT systems and software applications to complete tasks identified in AC 1.3. 1.5. Assess tasks undertaken in AC 1.4 identifying possible areas for improvement	
2. Be able to review use of IT tools and techniques.	2.1. Review the fitness for purpose of use of IT tools and techniques identifying possible areas for improvement.	
3. Be able to develop and test solutions to improve the use of IT tools and systems.	3.1. Review the benefits and drawbacks of given IT tools and systems in terms of productivity and efficiency identifying possible areas for improvement. 3.2. Develop solutions to improve own productivity in using IT. 3.3. Test solutions developed in AC 3.2 to assess if they work as intended.	
<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
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	Presentation Software	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF518	
Unit Reference No	R/618/8620	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use presentation software.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to input and combine text and other information within presentation slides.	1.1. Identify types of information which may be used in presentations and copyright constraints on using others' information. 1.2. Enter information into presentation slides ready for editing and formatting. 1.3. Combine information for presentations in line with any copyright constraints. 1.4. Demonstrate how to store and retrieve presentation files effectively in line with local guidelines.	
2. Be able to use presentation software tools to structure, edit and format slides.	2.1. Select a template and theme for slides. 2.2. Use appropriate techniques to edit and format slides.	
3. Be able to prepare slides for presentation.	3.1. Identify how the slides should be presented. 3.2. Prepare and present slides for presentation. 3.3. Review presentation identifying areas for improvement.	
<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
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

Title	Email Software Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF519	
Unit Reference No	Y/618/8621	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use email effectively.		
Learning Outcomes	Assessment Criteria	
1. Be able to use email software tools and techniques to compose and send emails.	1.1. Select and use software tools to compose and format emails including attachments. 1.2. Describe and demonstrate how to determine the message size and how it can be reduced. 1.3. Demonstrate how to send emails to individuals and groups. 1.4. Describe how to stay safe and respect others when using email. 1.5. Use an address book to organise contact information.	
2. Be able to manage incoming emails.	2.1. Follow guidelines and procedures for using emails. 2.2. Read and respond to emails appropriately. 2.3. Use email software tools and techniques to automate responses. 2.4. Describe and demonstrate how to archive and store emails including attachments. 2.5. Respond appropriately to email 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 learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Specialist Software	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF520	
Unit Reference No	D/618/8622	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use specialist software.		
Learning Outcomes	Assessment Criteria	
1. Be able to input and combine information using specialist applications.	1.1. Demonstrate how to input information accurately and in a form ready for processing. 1.2. Select and use appropriate techniques to link and combine information from different sources and forms within the software. 1.3. Demonstrate how to respond appropriately to data entry error messages.	
2. Be able to use appropriate structures to organise and retrieve information.	2.1. Describe what functions are required to structure and layout information effectively. 2.2. Select and use appropriate structures and layouts to organise information. 2.3. Apply local and legal guidelines and conventions for the storage and use of data where available.	
3. Be able to use the functions of the software effectively to process and present information.	3.1. Select and use appropriate tools and techniques to edit, process and format information. 3.2. Review information identifying possible areas for improvement. 3.3. Use appropriate presentation methods and accepted layouts to present information.	
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

Title	Spreadsheet Software	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBF521	
Unit Reference No	H/618/8623	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use spreadsheet software.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to use a spreadsheet to enter, edit and organise data.	1.1. Assess data required for spreadsheet and how it should be structured. 1.2. Demonstrate how to enter and edit numerical and other data accurately. 1.3. Combine and link data across worksheets. 1.4. Store and retrieve spreadsheet files effectively.	
2. Be able to select and use appropriate formulas and data analysis tools.	2.1. Describe tools and techniques used to analyse and manipulate data to meet requirements. 2.2. Demonstrate how to select and use appropriate functions and formulas to meet calculation requirements. 2.3. Use appropriate tools and techniques to analyse and manipulate data to meet requirements.	
3. Be able to select and use tools and techniques to present and format spreadsheet information.	3.1. Plan how to present and format spreadsheet information effectively to meet requirements. 3.2. Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets. 3.3. Select and format an appropriate chart or graph type to display selected information. 3.4. Select and use appropriate page layout to present and print spreadsheet information. 3.5. Review information and amend as required. 3.6. Describe how to find errors in spreadsheet formulas. 3.7. Respond appropriately to problems with spreadsheets.	
<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

<p>Practical demonstration/assignment</p>	<p>A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</p>	<p>Record of observation Learner notes/written work Learner log</p>
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Title	Using the Internet
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF522
Unit Reference No	K/618/8624
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use the internet, using browser tools and software.	
Learning Outcomes	Assessment Criteria
1. Be able to connect to the Internet.	1.1. Identify different types of connection methods that can be used to access the Internet. 1.2. Select and use an appropriate connection method from those identified in AC 1.1 Identifying associate benefits and drawbacks 1.3. Use help facilities to solve Internet connection problems.
2. Be able to use browser software to navigate webpages effectively.	2.1. Select and use browser tools to navigate webpages. 2.2. Identify when to change settings to aid navigation. 2.3. Identify and adjust browser settings to optimise performance and meet needs.
3. Be able to use browser tools to search for information from the Internet.	3.1. Select and use appropriate search techniques to locate required information efficiently. 3.2. Assess if information located in AC 3.1 meets requirements. 3.3. Manage and use references to enable quick repeat access to information found. 3.4. Download, organise and store different types of information from the Internet.
4. Be able to use browser software to communicate information online.	4.1. Identify opportunities to create, post or publish material to websites. 4.2. Select and use appropriate tools and techniques to communicate information safely online. 4.3. Use browser tools to share information sources with others safely. 4.4. Submit information online.

<p>5. Be able to work online safely and securely.</p>	<p>5.1. Describe the threats to system performance when working online.</p> <p>5.2. Work responsibly and take appropriate safety and security precautions when working online.</p> <p>5.3. Describe the threats to information security when working online.</p> <p>5.4. Manage personal access to online sources securely.</p> <p>5.5. Describe the threats to user safety when working online.</p> <p>5.6. Describe how to minimise internet security risks.</p> <p>5.7. Apply laws, guidelines and procedures for safe and secure Internet use.</p> <p>5.8. Explain the importance of the relevant laws affecting Internet users.</p>
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**Assessment Guidance**

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	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>

Title	Health and Safety in a Working Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF523	
Unit Reference No	M/618/8625	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know about health and safety requirements, procedures and equipment in own workplace.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be aware of health and safety procedures and policy at work.	1.1. Identify the personnel responsible for Health and Safety in own workplace. 1.2. Describe Health and Safety procedures and policy for own organisation including the following: a) Health and Safety at Work Act (Northern Ireland) Order 1978 b) Control of Substances Hazardous to Health requirements.	
2. Know how to maintain a safe working environment in own workplace.	2.1. Describe ways of maintaining a safe working environment and correct reporting procedures. 2.2. Assess potential risks within own workplace. 2.3. Describe the purpose and use of safety equipment and/or clothing to minimise risk. 2.4. Outline own organisation's emergency evacuation procedures. 2.5. Describe the process and benefits of a risk assessment. 2.6. Carry out a risk assessment in own workplace.	
3. Be aware of responsibility for Health and Safety in own workplace.	3.1. Describe own responsibility for health and safety including: a) correct procedure for manual handling b) correct procedures for the use of display screen equipment c) control of substances hazardous to health	
<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
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

Title	Mental Health, Well-being and Building Resilience	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF524	
Unit Reference No	T/618/8626	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand mental health and well-being and be able to build resilience.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand what is meant by good mental health, well-being and resilience and influencing factors.	1.1. Summarise what is meant by good mental health, well-being and resilience and influencing factors.	
2. Understand the link between emotions and well-being.	2.1. Describe three positive and three negative emotions and possible causes of each. 2.2. Describe how emotions may positively and negatively impact on well-being 2.3. Describe with examples how emotions may be managed to promote well-being 2.4. Describe what is meant by emotional resilience and how it may be developed	
3. Understand the link between positive communication and good mental health, well-being and resilience.	3.1. Describe the link connecting positive communication between individuals and good mental health, well-being and resilience	
4. Understand how to improve well-being and resilience.	4.1. Illustrate with examples how the following 5 ways to well-being may be used to improve well-being and resilience: a) connect b) keep learning c) be active d) take notice e) give to others 4.2. Summarise at least three tools or techniques that may be used to improve well-being and resilience.	
5. Be aware of mental health and well-being sources of advice and support.	5.1. Identify at least three sources of advice and support in local area for mental health and well-being.	
<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

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	Understanding Employment Legislation, Contracts and Pay	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF525	
Unit Reference No	A/618/8627	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand employment legislation and be aware of rights, contract and pay.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Be aware of employment legislation.	1.1. Describe at least two organisational employment policies including their importance and how they should be implemented.	
2. Be aware of statutory and contractual employment rights.	2.1. Summarise at least three employee and at least three employer responsibilities expected in a typical employment arrangement. 2.2. Compare the positive and negative aspects of a least three different forms of employment including the statutory and contractual employment rights of each. 2.3. Describe the importance of a contract of employment and information it should contain. 2.4. Describe ways in which an employee may breach a contract of employment and the possible consequences.	
3. Understand payslip information.	3.1. Describe the reason why a payslip is issued and the key information it includes.	
<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

Title	Understanding Equal Opportunities in the Workplace	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF526	
Unit Reference No	F/618/8628	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand workplace diversity, discrimination and recognise the importance of equal opportunities legislation.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand diversity and discrimination in the workplace.	1.1. Describe what is meant by the terms diversity and discrimination. 1.2. Compare examples of discriminatory behaviour in relation to the following: a) age b) race c) gender d) sexuality 1.3. Describe ways to challenge discriminatory behaviour in the workplace. 1.4. Describe why it is important to respect diversity. 1.5. Outline the positive aspects of promoting a diverse workplace.	
2. Understand equal opportunities legislation and its promotion.	2.1. Summarise the importance of equal opportunities legislation and how it promotes inclusion within workplaces. 2.2. Identify at least two local agencies who offer equal opportunities support.	
<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

Title	Business Administration Work Placement
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF527
Unit Reference No	J/618/8629
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop business related knowledge and skills acquired through work placement.	
Learning Outcomes	Assessment Criteria
1. Understand the structure and purpose of a given organisation.	1.1. Illustrate the structures and purpose of a chosen work placement including: a) key activities b) management and departmental structures c) departmental communication d) opportunities for own business skills development
2. Understand role within own work placement.	2.1. Describe own role and activities, agreed limitations and own responsibilities. 2.2. Carry out tasks following instructions, requesting guidance as appropriate.
3. Understand the importance of adhering to work placement practices.	3.1. Describe the importance of the following within a business administration work placement: a) personal presentation b) appropriate behaviour c) time-keeping d) attendance e) adhering to organisational procedures
4. Understand and comply with safe working practices.	4.1. Describe the main safety considerations in own work placement including: a) possible hazards b) precautionary measures c) reporting structures 4.2. Illustrate work placement procedures in the event of an accident or emergency. 4.3. Identify the location and contents of the First Aid Box. 4.4. Illustrate how to use key safety equipment.
5. Be able to reflect on own work placement.	5.1. Assess how own administrative skills have been enhanced through own work placement identifying areas for improvement.

### Assessment Guidance

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

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

Title	Legal Audio Processing	
Level	Two	
Credit Value	6	
Guided Learning Hours (GLH)	48	
OCN NI Unit Code	CBG349	
Unit Reference No	D/650/8488	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to accurately transcribe audio into documentation appropriate for the legal and business environments.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to transcribe business and legal documents from audio.	1.1. Interpret and use audio conventions. 1.2. Create documents from audio dictation in appropriate organisational format and style. 1.3. Format layout and text of new business and legal documents including insertion of dates and references where appropriate. 1.4. Comply with basic verbal and written instructions.	
2. Be able to manage document files.	2.1. Recall document templates and include relevant dictated information. 2.2. Name, save and print business and legal documents, as instructed.	
<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
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	Legal Word Processing	
Level	Two	
Credit Value	10	
Guided Learning Hours (GLH)	80	
OCN NI Unit Code	CBG350	
Unit Reference No	F/650/8489	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand word processing techniques, legal document layouts and legal terminology.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to use word processing software to create and amend business and legal documents.	1.1. Create documents from manuscript and printed text in appropriate organisational format and style. 1.2. Amend and format layout and text of new and existing business and legal documents. 1.3. Apply the following edits to existing documents: a) adding dates and references where appropriate b) creating and formatting tables c) selecting and inserting special characters d) importing graphics e) searching and replacing text and data f) identifying and expanding general and legal abbreviations g) identifying and correcting spelling errors 1.4. Follow written instructions and interpret amendment and correction signs.	
2. Be able to manage document files.	2.1. Recall document templates and include relevant additional information. 2.2. Route originals and copies of documents as instructed. 2.3. Name, save and print business and legal documents, as instructed.	
<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

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	Proofreading Legal and Business Documents	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBG351	
Unit Reference No	K/650/8490	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to accurately proofread documentation appropriate for legal environments.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to proofread legal and business documents.	1.1. Proofread legal and business documents to identify errors including: a) using a dictionary to identify commonly misspelt words b) rectifying pre-identified errors c) incorrect, missing or surplus punctuation marks d) consistency errors e) grammar f) presentational errors	
<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
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	Working in a Legal Environment
Level	Two
Credit Value	12
Guided Learning Hours (GLH)	96
OCN NI Unit Code	CBG352
Unit Reference No	L/650/8491
Learn Direct Code	AY8
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different organisational structures and be aware of how relevant legislation, regulations and procedures apply to the legal environments.	
Learning Outcomes	Assessment Criteria
1. Understand legal office roles and responsibilities and contracts of employment.	1.1. Describe different departments found in a legal office and the work undertaken within these. 1.2. Illustrate roles of different personnel within a legal office and how they relate to each other and the work they carry out. 1.3. Summarise the key aspects of a written contract of employment and an employee's rights and responsibilities.
2. Understand how to carry out the role and responsibilities of the legal secretary.	2.1. Describe how to use and maintain the following in good working order: a) general office equipment including photocopiers b) manual and electronic information systems 2.2. Describe procedures for: a) dealing with incoming and outgoing mail b) maintaining accurate records using manual and electronic information systems c) using different types of media storage devices d) minimising office waste 2.3. Describe the requirements of copyright legislation in relation to copying of documents. 2.4. Illustrate how to produce documents in business appropriate formats and style. 2.5. Compare the advantages and disadvantages of different postal methods. 2.6. Illustrate how to use methods of communication in line with a given organisation's policies and procedures. 2.7. Describe barriers to effective communication and how they may be addressed. 2.8. Perform calculations required by a legal secretary.
3. Understand the application of health, safety and welfare in the workplace.	3.1. Describe the key aspects of current health, safety and welfare legislation in relation to employees and visitors. 3.2. Describe the role and responsibilities of the first-aider or appointed person in a given organisation. 3.3. Identify potential hazards and risks in a given work area.
4. Understand how to work as a member of a legal team.	4.1. Organise and prioritise tasks to manage own workload in order to meet deadlines.

	<p>4.2. Describe ways of maintaining a manageable workload in order to maximise the use of time including tools which may be used.</p> <p>4.3. Describe circumstances in which deadlines cannot be met.</p> <p>4.4. Describe the importance of creating and maintaining productive working relationships with others.</p> <p>4.5. Describe ways of effectively communicating within a team including internal communication channels.</p>
5. Understand customer and client relationships in a legal environment.	<p>5.1. Identify different types of internal and external customers.</p> <p>5.2. Describe the benefits to the business of methods that may be used for establishing and maintaining positive customer and client relationships</p> <p>5.3. Describe the role of the legal secretary in creating a positive and professional image for the legal business.</p> <p>5.4. Describe the limits of own authority as a legal secretary and process for referring issues outside own limits of authority.</p> <p>5.5. Describe procedures for dealing with customer and client complaints.</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	Using Databases in a Legal Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG353	
Unit Reference No	M/650/8492	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use databases in a legal environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to use database software to create, modify and present data in a legal environment.	1.1. Use database software to create, modify and present data in a legal environment including: <ul style="list-style-type: none"> <li>a) create simple databases using appropriate field names and data types</li> <li>b) creating and amending data entry forms</li> <li>c) adding and deleting fields and records</li> <li>d) performing primary and secondary sorts</li> <li>e) querying databases to retrieve information</li> <li>f) preparing simple reports with header and /or footers as required</li> <li>g) printing reports, queries and tables</li> <li>h) naming, saving and printing database structures</li> <li>i) re-opening databases that have been created</li> </ul>	
<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
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	Using Spreadsheets in a Legal Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG354	
Unit Reference No	R/650/8493	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use spreadsheets in a legal environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to use spreadsheet software to create, modify and present data in a legal environment.	1.1. Use spreadsheet software to create, modify and present data in a legal environment including: <ul style="list-style-type: none"> <li>a) creating spreadsheet files with appropriate header and/or footer, as required</li> <li>b) entering and editing text and data in cells, rows and columns</li> <li>c) using software features to enhance presentation of data</li> <li>d) entering formulae and calculating data</li> <li>e) sorting data</li> <li>f) creating and formatting charts and graphs to present data</li> <li>g) name, re-name, save and print spreadsheet files, charts and graphs as required</li> </ul>	
<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
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	Administration Skills within a Medical Environment
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBG355
Unit Reference No	T/650/8494
Learn Direct Code	AY8
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand medical administrative procedures, including registration of patients, appointments and appointment systems, the use of office equipment, how to deal with post, filing and repeat prescribing.	
Learning Outcomes	Assessment Criteria
1. Be able to manage own work <b>within</b> a medical environment.	1.1. Describe the importance and process of managing own work within a medical environment. 1.2. Assess the use of a diary in a medical environment. 1.3. Describe different types of reminder systems.
2. Be able to manage accurate record keeping <b>within</b> a medical environment.	2.1. Describe the importance of accurate record keeping within a medical environment. 2.2. Classify the different types of records that a medical administrator may work with. 2.3. Describe how the medical administrator can ensure accuracy of records. 2.4. Describe the use of patient information systems within a medical environment.
3. Understand primary and secondary care registrations.	3.1. Describe the procedure for patient registration in primary and secondary care. 3.2. Illustrate the main features of a patient's record.
4. Understand medical appointment systems.	4.1. Describe the main features of medical appointment systems and their benefits. 4.2. Assess the different access routes in secondary care.
5. Understand the principles of repeat prescribing.	5.1. Describe procedures for safely issuing repeat prescriptions. 5.2. Assess methods of storing unused prescription pads and completed prescriptions to prevent misuse of drugs.
6. Understand how to carry out general administrative duties in a medical environment.	6.1. Describe procedures for dealing with mail in a medical environment. 6.2. Assess how patient confidentiality can be maintained when using a fax machine or email to communicate. 6.3. Describe different types of filing systems used in a medical environment. 6.4. Describe the use of an National Health Service (NHS) Trust intranet.
7. Understand teamwork within a medical environment.	7.1. Describe what is meant by a team in relation to medical environment. 7.2. Describe the features of effective teamwork within a medical environment.

### Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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	Communication Skills within a Medical Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG356	
Unit Reference No	Y/650/8495	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to communicate appropriately with a range of people within a medical environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand interpersonal skills <b>within</b> a medical environment.	1.1. Assess the benefits of face to face communication. 1.2. Describe ways of promoting a professional image within the medical environment. 1.3. Describe how to adapt communication to difficult situations.	
2. Be able to use telephone techniques in a medical context.	2.1. Classify different telephone techniques used within a medical environment. 2.2. Define the key facts and information needed when taking telephone messages. 2.3. Describe methods of maintaining confidentiality while using the telephone in a medical environment.	
3. Understand the impact of diversity and its impact on work <b>within</b> a medical environment.	3.1. Describe what is meant by unconditional positive regard. 3.2. Describe methods of effectively and appropriately communicating with individuals with special requirements. 3.3. Assess the importance of cultural information in communication and patient care.	
4. Understand the use of different forms of electronic and written communication within a medical environment.	4.1. Describe the use of electronic communication within a medical environment. 4.2. Assess the principles of producing written communications within a medical environment.	
5. Be able to use different forms of electronic and written communication within a medical environment.	5.1. Describe appropriate forms of written and electronic communication for specific situations within a medical environment. 5.2. Use appropriate formats to produce documentation from notes or brief instructions within a medical environment.	
<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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	the 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
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	Manage Personal Performance and Development
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBG357
Unit Reference No	A/650/8496
Learn Direct Code	AY8
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to manage their own performance, time and workload, identify their own development needs and implement a personal development plan.	
Learning Outcomes	Assessment Criteria
1. Be able to manage own personal performance.	1.1. Develop with line manager SMART objectives that support business needs, (specific, measurable, achievable, realistic and time-bound). 1.2. Define criteria for measuring own progress and achievement. 1.3. Complete tasks to agreed timescales and quality standards. 1.4. Describe the process to report problems beyond own level of competence and authority to the appropriate person. 1.5. Identify and resolve problems with own personal performance.
2. Be able to manage own time and workload.	2.1. Use appropriate time management tools and techniques to plan and manage own workloads and priorities. 2.2. Describe effective time management and the achievement of objectives identifying actions to minimise distractions. 2.3. Describe the benefits of achieving an appropriate work-life balance.
3. Be able to identify own development needs.	3.1. Define organisational policies relating to personal development. 3.2. Describe the potential business benefits of personal development. 3.3. Describe how to maintain a positive attitude to feedback on own performance. 3.4. Define own preferred learning style or styles. 3.5. Define own development needs in relation to: a) own role b) personal and team objectives c) feedback from others 3.6. Develop SMART development objectives that support organisational and personal needs. (specific, measurable, achievable, realistic and time-bound).
4. Be able to develop and implement a personal development plan.	4.1. Develop a personal development plan to include: a) actions b) methods c) resources d) timescales e) review mechanisms 4.2. Identify formal development opportunities consistent with business needs.

	<p>4.3. Describe informal learning opportunities that may contribute to the achievement of own personal development objectives.</p> <p>4.4. Assess and review progress against own personal development objectives and amend plans as required.</p> <p>4.5. Identify and share lessons learned from own development with others using agreed communication methods.</p>	
<b>Assessment Guidance</b>		
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	Medical Principles for Administrators
Level	Two
Credit Value	9
Guided Learning Hours (GLH)	72
OCN NI Unit Code	CBG358
Unit Reference No	D/650/8497
Learn Direct Code	AY8
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to understand specialised medical administration in a healthcare environment. It will enable the learner to understand health promotion (HP) and the role of the medical administrator in giving advice on health. They will also understand how to maintain a safe and healthy environment through the prevention of infection and how the principles of medical ethics, etiquette and confidentiality apply to medical administration. The learner will also develop an understanding of the work of the pathology and clinical imaging departments and a basic knowledge of drug classification, human anatomy and physiology.</p>	
Learning Outcomes	Assessment Criteria
1. Understand preventive medicine.	1.1. Describe the role of preventive medicine (PM) in a medical environment including: a) health aspects routinely targeted b) advice given in targeted areas 1.2. Describe the role of the medical administrator in supporting preventative medicine. 1.3. Describe the purpose of screening and diagnostic tests.
2. Understand infection and its control in a medical environment.	2.1. Classify the different types of pathogenic micro-organisms. 2.2. Describe the ways in which pathogenic micro-organisms may enter the human body. 2.3. Describe the indications of infection in the body. 2.4. Define the legislation that governs hazardous substances in a medical environment. 2.5. Describe methods of controlling cross infection in a medical environment.
3. Understand the role and function of the diagnostic departments.	3.1. Describe the work of the main sections of diagnostic departments and key roles of personnel. 3.2. Assess ways in which individuals can be protected from the harmful effects of radiation.
4. Understand and apply the principles of medical ethics and medical etiquette.	4.1. Define what is meant by medical ethics and medical etiquette. 4.2. Describe the importance of maintaining patient confidentiality. 4.3. Demonstrate how confidentiality can be maintained within a healthcare environment.
5. Understand the use and control of drugs in medicine.	5.1. Describe the roles and responsibilities of a pharmacist. 5.2. Describe the key aspects of current legislation regarding production, storage and prescribing of drugs in the United Kingdom (UK). 5.3. Identify the publications which give information regarding drugs and medical dressings licensed for use in the UK. 5.4. Describe what is meant by generic and proprietary drug names.

		5.5. Describe the classification of drugs.
6. Understand the anatomy and physiology of the human body.		6.1. Describe the main bones in the human body 6.2. Describe the main organs of the human body.
<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
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	Medical Terminology	
Level	Two	
Credit Value	6	
Guided Learning Hours (GLH)	48	
OCN NI Unit Code	CBG359	
Unit Reference No	F/650/8498	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to accurately construct, identify and use a specified range of medical terminology.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the structure and meaning of medical word parts.	1.1. Define medical word parts. 1.2. Define medical terms derived from the medical word parts.	
2. Understand the meaning of medical terminology relating to the human body.	2.1. Define medical terms relating to the human body.	
3. Understand the meaning of medical terminology relating to medical specialties.	3.1. Define medical terms relating to medical specialties.	
4. Understand the meaning of pharmaceutical abbreviations.	4.1. Define the meaning of pharmaceutical abbreviations.	
<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
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	Medical Word Processing	
Level	Two	
Credit Value	6	
Guided Learning Hours (GLH)	48	
OCN NI Unit Code	CBG360	
Unit Reference No	H/650/8499	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand relevant information and use of a range of word processing practices to edit, format and print documents commonly used in a medical environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to create and store electronic files and documents in a medical environment.	1.1. Use appropriate techniques to create and name folders. 1.2. Use appropriate techniques to create and save documents in named folders. 1.3. Retrieve, rename and save electronic files in named folders.	
2. Be able to format and present medical documents.	2.1. Describe the importance of completing work within set timeframes. 2.2. Enter different types of information from handwritten and typewritten drafts. 2.3. Use appropriate techniques to format medical documents. 2.4. Apply and expand general abbreviations. 2.5. Edit text using standard printers' correction signs and written instructions. 2.6. Create and format tables within documents.	
3. Be able to use mail merge functions.	3.1. Retrieve medical documents and insert variable merge codes. 3.2. Review and modify an existing data file. 3.3. Combine and merge information using single criteria into a document.	
4. Be able to proofread and correct errors in medical documents.	4.1. Review documents for accuracy. 4.2. Identify and correct errors in medical documents.	
5. Be able to print medical documents.	5.1. Use appropriate methods to check documents before printing. 5.2. Use correct techniques to produce screen shots. 5.3. Print final copies of documents as required.	
<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
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	
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	Producing Medical Documents from Recorded Speech	
Level	Two	
Credit Value	5	
Guided Learning Hours (GLH)	40	
OCN NI Unit Code	CBG361	
Unit Reference No	R/650/8500	
Learn Direct Code	AY8	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to produce medical documents from recorded speech.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to manage electronic files in a medical environment.	1.1. Use appropriate software to create and save documents. 1.2. Organise and store electronic files using general and local conventions to facilitate efficient information retrieval. 1.3. Recall, rename and save documents using general and local conventions to facilitate efficient information retrieval. 1.4. Recall files containing recorded speech for transcribing.	
2. Be able to produce professional medical documents from recorded speech.	2.1. Key in information from recorded speech and written instructions accurately. 2.2. Select stationery appropriate to the document type to be produced. 2.3. Use the functions of audio software and equipment to facilitate the accurate transcribing of documents. 2.4. Use appropriate formatting techniques to present medical documents in a professional and appropriate format. 2.5. Create and format tables to display information in appropriate formats. 2.6. Carry out accuracy checks on documents produced. 2.7. Complete work within set timeframes.	
3. Be able to print medical documents.	3.1. Use appropriate methods and techniques to check and confirm accuracy of documents before printing. 3.2. Print final copies of documents as required.	
<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
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	
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	Working in the National Health Service
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBG362
Unit Reference No	T/650/8501
Learn Direct Code	AY8
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the work of a medical receptionist / administrator within a range of medical environments. It will enable them to understand the structure of the National Health Service and health and safety, employment legislation and the principles of data protection.</p>	
Learning Outcomes	Assessment Criteria
1. Understand the structure of the National Health Service.	1.1. Classify current organisations that form the structure of the National Health Service (NHS).
2. Understand primary and secondary care.	2.1. Describe the roles of key staff employed in the NHS. 2.2. Describe the services available from key primary care providers. 2.3. Describe the services provided by the key departments in secondary care.
3. Understand community based social care.	3.1. Assess different types of community based social care. 3.2. Describe different types of individuals who may benefit from social care and roles of key professionals who provide social care.
4. Understand key workplace legislation regarding employment.	4.1. Define the purpose and terms of a written contract of employment. 4.2. Describe current discrimination legislation. 4.3. Describe possible grounds for a workplace grievance and associated grievance procedures.
5. Understand the personal development in the workplace.	5.1. Describe the Personal Development Review (PDR) process. 5.2. Describe the purpose of continuous professional development (CPD). 5.3. Describe the ways in which an NHS employee can enhance their skills in the workplace.
6. Know how to maintain health and safety in the workplace.	6.1. Describe key aspects of current health and safety legislation. 6.2. Describe how to maintain a safe working environment.
7. Be able to maintain and protect the rights of patients.	7.1. Define key patient rights. 7.2. Classify types of consent. 7.3. Describe the key aspects of current legislation and regulations governing patient confidentiality. 7.4. Describe how to maintain patient confidentiality and the consequences of breaching patient confidentiality. 7.5. Describe current NHS complaints procedures and the role of the administrator in dealing with complaints.

### 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

## 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 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 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 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](http://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 these qualifications. 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 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 Quality Assurer 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 OCN NI Level 2 Award in Business Administration Skills**

**Qualification Number: 603/7913/3**

**OCN NI Level OCN NI Level 2 Certificate in Business Administration Skills**

**Qualification Number: 603/7912/1**

**OCN NI Level OCN NI Level 2 Extended Certificate in Business Administration Skills**

**Qualification Number: 603/7911/X**

**OCN NI Level OCN NI Level 2 Diploma in Business Administration Skills**

**Qualification Number: 603/7909/1**

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Review date: 30 September 2030

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