Qualification Specification:

OCN NI Level 2 Award in Transversal Skills
- **Qualification No: 610/5575/X**

OCN NI Level 2 Certificate in Transversal Skills
- **Qualification No: 610/5574/8**

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue

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2. Contents

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

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

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

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

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Award and Certificate in Transversal 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 and Certificate in Transversal Skills:

- **Qualification Features**: This includes the key characteristics and features of these qualifications, such as intended audience, purpose, and credit value.

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

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

- **Assessment Requirements:** This details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.

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

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

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

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

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 will not reflect the latest revisions.

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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 have been designed to work in conjunction with the learning content for each individual unit and assist learners to provide evidence which enables them to meet each assessment criteria.
- **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
- **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 programmes 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 Executive Officer.

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5. About these qualifications

5.1 Qualification Regulation Information

Qualification Title: **OCN NI Level 2 Award in Transversal Skills**
Qualification Number: **610/5575/X**

Operational start date: **15 April 2025**
Operational end date: **14 April 2030**
Certification end date: **14 April 2032**

Qualification Title: **OCN NI Level 2 Certificate in Transversal Skills**
Qualification Number: **610/5574/8**

Operational start date: **15 April 2025**
Operational end date: **14 April 2030**
Certification end date: **14 April 2032**

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

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at https://register.ofqual.gov.uk/ 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 will be subject to changes. It is a Centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides Centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

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

14.1 Foundations for Learning and Life

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5.3   Grading

Grading for these qualifications is pass/fail.

5.4   Qualification Aim and Objectives

The OCN NI Level 2 Award and Certificate in Transversal Skills qualifications can be completed as a standalone qualification or in conjunction with a vocational qualification.

Transversal Skills are those typically considered as not specifically related to a job, task, academic discipline, or area of knowledge but as skills that can be used in a wide variety of situations and work settings. These skills include the following core domains:

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The Northern Ireland (NI) Skills Barometer commissioned by the Department for the Economy NI (DfE) detailed how these cross-cutting transversal skills are increasingly being reported by employers as important factors in the recruitment of education leavers. The publication also makes it evident that when transversal skills are bundled alongside technical skills this can have a positive impact on income and employment. Additionally, the Ulster University Graduate Employer Survey highlighted that communication, digital skills, leadership, and problem solving/analytical were the most important soft skills identified by NI graduate employers.

The Transversal Skills assessed by this qualification support the DfE policy for youth training as identified in Generating our Success: The Northern Ireland Strategy for Youth Training, 2015.

The fundamental delivery methodology will be via Project Based Learning (PBL) where evidence can be generated through the vocational Traineeship programme, Essential Skills qualifications, work-based learning, or extra-curricular activities. This delivery methodology will present numerous vocationally relevant development opportunities for learners to develop their skills and implement these skills within a "real-world" or project-based context. By adopting this approach learners will capture evidence that is naturally generated whilst undertaking the range of activities associated with the Traineeship programme.

Work-based learning will involve but not be limited to; industry work placement, work experience, part-time employment, internships, or other simulated work-based learning (as appropriate for a sector) including participation with student companies or college based simulated industry environments.

Qualifications' Objectives

The objectives of the qualifications are to assist learners in acquiring the Transversal skills, attributes and behaviours that are needed to enter and succeed in the world of work. These include:
- identifying how to contribute positively to the wider college, community and workplace
- understanding how to work with others
- the application of problem-solving and decision-making skills to a real-world challenge
- understanding the importance of self-management techniques, mental health and well-being and the ability to build resilience
- understand the skills and knowledge to demonstrate workplace behaviour and attitudes
- understand how to use digital devices, communication applications, and networks to access and manage information.

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5.5   Target Learners

The OCN NI Level 2 Award and Certificate in Transversal Skills have been designed for:

- learners aiming to advance to further or higher education studies
- learners seeking to develop the transferrable skills required by employers

5.6   Entry Requirements

No formal entry criteria required.

5.7   Progression

Learners will progress from the OCN NI Level 2 Award in Transversal Skills to the OCN NI Level 2 Certificate in Transversal Skills.

The OCN NI Level 2 Certificate in Transversal Skills will support learners to progress to other qualifications or into employment.

5.8   Delivery Language

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

6. Centre Requirements for Delivering this Qualifications

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.

Centres must also be approved for the delivery of NI Traineeship Programmes by the Department for the Economy (Northern Ireland).

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 for the vocational area in which the Transversal Skills are being developed (e.g., equipment, 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, learners should have access to vocationally relevant practical work settings.

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member will serve in more than one capacity*:
- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurer (IQA)

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

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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 Transversal Skills and their application in education and the workplace including clear knowledge and experience of project-based learning.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching if appropriate. 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 subject 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 transversal skills competencies.

6.6   IQA Requirements

The IQA 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 IQA for these qualifications must meet the following criteria:

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Award and Certificate in Transversal Skills are unitised qualifications. Each unit is graded as Pass or Fail. Achievement of the OCN NI Level 2 Award and Certificate in Transversal Skills places a strong emphasis on the depth of study and practical skills acquisition within each unit. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency.

The qualification places an emphasis upon sourcing evidence for the broader transversal skills developed by learners in a range of contexts. The qualification recognises that transversal skills are not only developed in an educational setting, but development can incorporate various other opportunities such as employment or extra-curricular activities.

The knowledge, skills and competencies developed through this qualification will provide learners with attributes that are highly desired by employers and will provide learners with a foundation for further study or employment.

7.2 Qualification Level

In the context of the OCN NI Level 2 Award and Certificate in Transversal 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 signifies 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.

Level 2 signifies that learners pursuing the Award and Certificate in Transversal Skills are expected to engage with subject matter that will enable the development of transversal skills in a variety of settings. The qualification level corresponds to an intermediate stage where learners will develop the knowledge, skills and competencies that enables them to work effectively both individually and within a group setting. The levels system serves as a valuable framework for gauging the depth and breadth of knowledge and skills that learners will acquire throughout their educational journey.

Understanding this structure allows both educators and learners to gauge the appropriate challenge and the educational value offered by these qualifications. The structure validates learner skills development and aids progression and employment opportunities.

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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 will include classroom instruction, tutorials, or other forms of structured learning.

7.4   How to Achieve the Qualification

To achieve the OCN NI Level 2 Award in Transversal Skills, learners must meet the following credit requirements:

Total Credits Required:	**6 credits**
GLH:	**40 hours**
TQT:	**60 hours**

Learners must successfully complete 6 credits from any of the units.

To achieve the OCN NI Level 2 Certificate in Transversal Skills, learners must meet the following credit requirements:

Total Credits Required:	**18 credits**
GLH:	**120 hours**
TQT:	**180 hours**

Learners must successfully complete all units - 18 credits.

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8. Assessment Structure

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 will include a single piece of evidence that satisfies multiple assessment criteria and spans across different units. 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. Explanations of command words/verbs used in the assessment criteria can be found in Appendix 1 of this document.

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.

When evidencing knowledge, learners can draw from their own organisation or another organisation they are familiar with to provide context.

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, IQAs, 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 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 learners have achieved the learning outcomes.

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- **Assessment Guidance and Methods:** These detail the different assessment methods that will be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.

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9. Qualification Summary by Unit

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
L/651/5763	CBG724	Citizenship	3	20	Two
M/651/5764	CBG725	Working with Others	3	20	Two
R/651/5765	CBG726	Problem Solving and Decision Making	3	20	Two
T/651/5766	CBG727	Self-Management	3	20	Two
Y/651/5767	CBG728	Work Professionalism	3	20	Two
A/651/5768	CBG729	Digital Literacy	3	20	Two

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10. Unit Content

Title	Citizenship
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBG724
Unit Reference No	L/651/5763
Learn Direct Code	HB7

Unit purpose and aim(s): This unit will enable the learner to identify how they can contribute positively to the wider college, community and workplace.

Learning Outcomes	Assessment Criteria
1. Understand active citizenship and how it will be demonstrated within a community.	1.1. Explain the concept of active citizenship. 1.2. Demonstrate two examples of active citizenship within a community.
2. Know how to apply the principles of social diversity.	2.1. Explain the concept of social diversity. 2.2. Describe how to apply social diversity principles in education and employment.
3. Understand how to make a positive impact on the wider community.	3.1. Identify two different activities which will make a positive impact on the wider community.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

The following assessment method/s will 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 Indicative content will include: • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio recordings

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Learning Outcome	Unit: Citizenship - Content

1. Understand active citizenship and how it will be demonstrated within a community.	**Scope**
	
	Teaching will cover:
	
	• Concepts of active citizenship could include:
	  o helping others
	  o promoting social justice
	  o working for causes
	  o social and political action
	• Demonstrating Active citizenship could include:
	  o Voting
	  o Volunteering
	  o Protesting
	  o Campaigning
	  o Working with charities
	  o Advocating or speaking for someone who can't speak for themselves
	  o Fighting for equal rights.

2. Know how to apply the principles of social diversity.	**Scope**
	
	Teaching will cover:
	• Concepts of social diversity such as:
	  o Equality
	  o Difference
	  o cultural diversity or Section 75 characteristics including:
	    ▪ ethnicity
	    ▪ community background
	    ▪ sexuality (LGBTQIA+)
	    ▪ Special Educational Needs and Disabilities (SEND)
	    ▪ Age
	    ▪ Gender
	    ▪ social class.
	• Social diversity principles could include:
	  o being respectful to others
	  o behaving in an acceptable manner
	  o being aware of other's needs that may be different to their own.
	• Applying these principles in education and employment including:
	  o In curriculum design including:
	    ▪ Integrating diverse perspectives
	    ▪ Inclusive assessments
	  o In the classroom environment including:
	    ▪ Promoting inclusivity
	    ▪ Addressing Bias
	  o In support systems including:
	    ▪ Equal access to resources
	    ▪ Mentor or tutor support
	  o In employment including:
	    ▪ Diverse recruitment processes
	    ▪ Bias free selection
	  o Workplace policies including:

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		▪ Equality, diversity and inclusion policies
		▪ Training and development
		o Employee support including:
		   ▪ Resource support groups for employees
		   ▪ Flexible working arrangements

3.	Understand how to make a positive impact on the wider community.	**Scope**
		
		Teaching will cover:
		• A range of opportunities through which learners could impact positively within their local community such as:
		   o In College
		   o their local area
		   o at home
		   o in youth settings
		• Activities where a positive impact could take place such as:
		   o Helping others.
		   o Student company
		   o Eco-committee
		   o Working with or helping a charity/community organisation
		   o Carer
		   o Volunteering
		   o Youth leadership
		   o Student union activities/campaigns
		   o Sport club/coaching

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Title	Working with Others
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBG725
Unit Reference No	M/651/5764
Learn Direct Code	HB7

Unit purpose and aim(s): This unit will enable the learner to understand how to work with others.

Learning Outcomes	Assessment Criteria
1. Be able to communicate verbally and non-verbally.	1.1. Summarise the concepts of verbal and non-verbal communication. 1.2. Demonstrate the use of appropriate verbal and non-verbal communication in two different situations, including one presentation.
2. Understand teamwork.	2.1. Describe effective teamwork and associated skills and qualities. 2.2. Describe how to overcome conflict in a team.
3. Be able to work within a team.	3.1. Develop a teamwork plan for a given project including group member roles and responsibilities, tasks and appropriate behaviour. 3.2. Carry out own role and responsibilities in the project agreed in A.C. 3.1.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

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

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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 Indicative content will include: • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio recordings

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Learning Outcome	Unit: Working with Others - Content

1. Be able to communicate verbally and non-verbally.	**Scope**
	
	Teaching will cover:
	• Define verbal communication including:
	   o Speaking
	   o Listening
	   o Tone and pitch
	   o language
	• Define non-verbal communication including:
	   o body language
	   o eye contact
	   o gestures
	   o facial expressions
	   o written
	   o media
	• A demonstration of verbal and non-verbal communication skills by delivering a presentation. (Required)
	• A demonstration of verbal and non-verbal communication in another situation
	
	Different communication scenarios could include:
	• Interacting with a customer or client.
	• Role play.
	• Group discussion.
	• Taking part in a Q&A.
	• Reading something aloud to others.
	• Presenting a solution to a problem or a sales pitch.
	• Email or letter communication.
	• Use of non-verbal cues with audience, gestures, positive body language.
	• Online chats, emoticons, gifs and stickers.

2. Understand teamwork.	**Scope**
	
	Teaching will cover:
	• A definition of teamwork including:
	   o a group of people with:
	      ▪ different skills, qualities and responsibilities
	      ▪ a common purpose and ability to overcome challenges together
	      ▪ supporting and collaborating
	      ▪ mutual accountability
	• How to overcome conflict within a team such as:
	   o Clearly identified roles and responsibilities
	   o Effective communication
	   o effective leadership
	   o respect

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3. Be able to work within a team.	**Scope**
	
	Teaching will cover:
	• Effective project planning skills such as:
	   o time management
	   o goal setting
	   o prioritisation
	   o delegation.
	• Teamwork plans should include:
	   o who is in the team
	   o each team member's skills and qualities
	   o roles and responsibilities of team member
	   o actions and tasks to be completed by each team member
	   o how each team member should behave as part of a group.
	• Teamwork projects could take place:
	   o in the classroom
	   o through project-based learning
	   o work placement
	   o employment
	   o extra-curricular activities outside college.
	• Learners can demonstrate they have carried out their roles through:
	   o media evidence
	   o self-reflection
	   o peer or tutor observations

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Title	Problem Solving and Decision Making
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBG726
Unit Reference No	R/651/5765
Learn Direct Code	HB7

Unit purpose and aim(s): This unit will enable the learner to apply problem solving and decision-making skills to a real-world challenge.

Learning Outcomes	Assessment Criteria
1. Be able to make decisions.	1.1. Explain factors to consider when making a decision in an identified real-world challenge situation. 1.2. Identify different approaches to decision making.
2. Be aware of different sources of advice and support to inform problem solving.	2.1. Research different sources of advice and support to inform problem solving for a given real-world challenge.
3. Understand the process of problem solving.	3.1. Use a problem-solving method to identify potential solutions to the given real-world challenge identified in A.C. 2.1. 3.2. Develop an action plan to implement one solution identified in A.C. 3.1 to address the given real-world challenge.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

The following assessment method/s will 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 Indicative content will include: • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio recordings

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Learning Outcome	Unit Problem Solving and Decision Making - Content

1. Be able to make decisions.	**Scope**
	
	Teaching will cover:
	• Factors to consider when making a decision such as:
	   o Timescales
	   o Risks
	   o Choices
	   o Cost
	   o Resources
	   o Budget
	   o Sustainability
	   o long term plans
	• Different approaches to decision including:
	   o Delegation
	   o Collaboration
	   o Consultation
	   o Autonomy
	   o rational approach
	   o Strengths vs Weaknesses of alternative choices
	   o Pros and Cons for available options
	   o Cost / Benefit comparison
	   o A decision-making scoring matrix

2. Be aware of different sources of advice and support to inform problem solving.	**Scope**
	
	Teaching will cover:
	• Appropriate and relevant sources of advice and support for the context in which they are working including:
	   o internet research
	   o YouTube
	   o Manuals
	   o mentors or tutors
	   o podcasts
	   o use of Artificial Intelligence (AI)
	• A specific real-world example should be chosen to explore sources of support.

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| 3. Understand the process of problem solving. | **Scope**

Teaching will cover:
• Structured methods for solving a specific problem.
• Learners should use the real-world example identified in the previous learning outcome and apply the chosen method.
• Methods could include but not be limited to:
   o Project Based Learning (PBL) Model
   o Trial and Error
   o Plan – Do – Check – Act (PDCA)
   o 5 Whys
   o Strengths, Weaknesses, Threats, Opportunities (SWOT) Analysis
   o Scoring matrix
   o Identify the problem, define the outcome, explore possible strategies, anticipate outcomes and act, look and learn (IDEAL) Problem-solving model
• Action planning including:
   o clear goals
   o targets
   o responsibilities and timeframes
   o (Specific, Measurable, Achievable, Realistic and Timely (SMART) targets to outline tasks. |

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Title	Self-Management
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBG727
Unit Reference No	T/651/5766
Learn Direct Code	HB7

Unit purpose and aim(s): This unit will enable the learner to understand the importance of self-management techniques. The learner will also understand mental health and well-being and be able to build resilience.

Learning Outcomes	Assessment Criteria
1. Be able to plan own personal development.	1.1. Determine own personal and career goals.
2. Be able to demonstrate punctuality, reliability and time management in the workplace.	2.1. Demonstrate good practice in punctuality, reliability and time management in the workplace or as part of a given real-world challenge.
3. Understand how to improve well-being and resilience.	3.1. Identify two techniques that will be used to improve well-being and resilience and how they will be used to deal with a challenge.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

The following assessment method/s will 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 Indicative content will include: • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio recordings

Learning Outcome	Unit Self-Management - Content
1. Be able to plan own personal development.	**Scope** Teaching will cover: • How to set goals using the SMART target model • The difference between goals relating to personal life and career orientated goals. • Realistic and achievable ideas for how to achieve goals.

2. Be able to demonstrate punctuality, reliability and time management in the workplace.	**Scope**
	
	Teaching will cover:
	• Effective skills for conducting yourself professionally in the workplace such as:
	  o Punctuality
	  o Reliability
	  o Time management

3. Understand how to improve well-being and resilience.	**Scope**
	
	Teaching will cover:
	• Techniques that can support well-being and resilience including:
	  o College student support services
	  o External support agencies
	  o Exercise and physical health
	  o Healthy eating
	  o Digital awareness and reduction strategies
	  o Ergonomics
	  o Mindfulness
	  o Stress management and relaxation
	  o Motivational interviewing
	  o Cognitive behavioural therapy
	• How techniques outlined above can help the learner face a challenge such as:
	  o helps them to stay level-headed
	  o encourages them to seek support
	  o managing stress
	  o staying motivated.

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Title	Work Professionalism
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBG728
Unit Reference No	Y/651/5767
Learn Direct Code	HB7

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge to demonstrate work place behaviour and attitudes.

Learning Outcomes	Assessment Criteria
1. Be able to undertake a work-based activity or project.	1.1. Carry out a work-based activity or project under supervision in accordance with accepted workplace standards and agreed deadlines. 1.2. Demonstrate appropriate behaviours and attitudes when carrying out the work-based activity or project in A.C.1.1.
2. Be able to adhere to workplace practices.	2.1. Comply with workplace practices in accordance with relevant legislations when carrying out the work-based activity or project undertaken in A.C. 1.1.
3. Be able to review own workplace performance.	3.1. Review own workplace performance carried out in A.C. 1.1 identifying areas for improvement.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

The following assessment method/s will 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 Indicative content will include: • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio Recordings

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Learning Outcome	Unit Work Professionalism - Content

1. Be able to undertake a work-based activity or project.	**Scope**
	
	Teaching will cover:
	• Acceptable workplace behaviours and attitudes such as:
	   o Motivation
	   o Reliability
	   o Punctuality
	   o time management
	   o interpersonal skills
	   o work ethos
	   o safety
	   o respect
	   o appropriate language
	• The workplace could be a placement, volunteering project, PBL project or simulated working environment in college.

2. Be able to adhere to workplace practices.	**Scope** Teaching will cover: • Policies and legislation relevant to the vocational area • Health and Safety Legislation • Risk Assessment • Safe systems of work • Personal Protective Equipment • Fire emergency and evacuation • Safeguarding children and young people • Manual handling • Appropriate digital use • GDPR • Fraud risk • Finance procedures
3. Be able to review own workplace performance.	**Scope** Teaching will cover: • Reflective practice strategies • How to assess strengths, weaknesses and areas for improvement • Areas for improvement will be incorporated into a personal development plan which details how developmental areas and potential skills gaps could be addressed.

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Title	Digital Literacy
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBG729
Unit Reference No	A/651/5768
Learn Direct Code	HB7

Unit purpose and aim(s): This unit will enable the learner to understand how to use digital devices, communication applications, and networks to access and manage information.

Learning Outcomes	Assessment Criteria
1. Be able to maintain own health, safety and security when working online.	1.1. Identify potential security risks associated with being online and how to safeguard own data and devices. 1.2. Illustrate how to behave responsibly online to maintain own digital wellbeing.
2. Be able to use technology to create and manage digital content.	2.1. Use appropriate tools to design, store and share digital content in two different formats.
3. Be able to use technology to learn online.	3.1. Identify the importance of engaging actively in an online learning environment. 3.2. Use digital tools to manage own learning time and tasks. 3.3. Describe the benefits and challenges of using Artificial Intelligence (AI) in a chosen industry.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

The following assessment method/s will 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 Indicative content will include: • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio Recordings

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Learning Outcome	Unit Digital Literacy - Content

1. Be able to maintain own health, safety and security when working online.	**Scope**
	
	Teaching will cover:
	• Online security risks including:
	   o viruses
	   o hacking
	   o identify theft
	   o cyber-attack
	   o fraud
	   o leaking information
	• Methods to maintain personal safety and security whilst working online including:
	   o personal and identity safety
	   o device security
	   o data security
	   o responsible online behaviours
	• How to protect data and devices such as:
	   o keeping software up to date
	   o using a pin code or password to protect a device or file
	   o biometric scanning like fingerprint or facial recognition
	   o installing or updating anti-virus software or malware
	   o using firewalls
	• Responsible online behaviours such as:
	   o reporting abuse
	   o acceptable language and communication
	   o not engaging in illegal activity
	• Other good practice examples include:
	   o completing an e-Safety module during induction
	   o abiding by acceptable use policy
	   o Student Code of Conduct
	• Ways to maintain mental wellbeing including:
	   o limiting screen time
	   o taking regular breaks
	   o blue light glasses

2. Be able to use technology to create and manage digital content.	**Scope**
	
	Teaching will cover:
	• Creating digital content in two different formats which will include:
	   o Word Processors such as Microsoft Word
	   o Presentation Tools such as Microsoft PowerPoint
	   o Spreadsheet Editors such as Microsoft Excel
	   o E-Portfolio Solution such as Microsoft OneNote
	   o Image manipulation packages such as Adobe Photoshop
	   o Video editing such as Adobe Premiere Pro
	   o Computer Aided Design such as SolidWorks, AutoCAD, SketchUp
	   o Productivity tools such as Microsoft Office Lens
	• Bespoke or specialised software specific to different vocational areas.
	• Factors to consider when designing digital content including:
	   o Colour

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<table>
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○ Layout
○ Font
○ Language
○ Branding
○ accessibility

How to store digital content including:

○ local hard drive storage
○ cloud-based storage
○ file formats.

How to share digital content via hardware such as:

○ USB and external hard drives

Digitally such as

○ Email
○ cloud-based software (One Drive, Teams, Google drive)
○ VLEs (Google Classroom, Blackboard, Canvas)
○ file transfer software (WeTransfer, Maildrop)

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<tr><td>3. Be able to use technology to learn online.</td><td>

Scope

Teaching will cover:

The benefits of engaging in online learning such as:

○ Remote learning flexibility
○ reducing barriers
○ catching up if the learner is sick
○ being able to learn independently

Digital tools to manage time and tasks such as:

○ online timetables
○ assessment schedules
○ Outlook calendar
○ meeting invitations
○ Microsoft To Do or other apps for managing tasks

Benefits of Artificial Intelligence in a chosen industry such as:

○ time saving
○ saving resources
○ efficiency
○ creativity and innovation

Challenges of Artificial Intelligence in a chosen industry such as:

○ risks of inaccurate information
○ copyright
○ plagiarism
○ lack of faith in the employee's knowledge and skills

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11. Quality Assurance of Centre Performance

11.1 External Quality Assurance

All OCN NI recognised Centres are subject to External Quality Assurance (EAQ). External Quality Assurance visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the Centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The EQA will review the delivery and assessment of these qualifications. This will include the review of a sample of assessment evidence and evidence of the IQA of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will inform OCN NI's annual assessment of Centre compliance and risk. The EQA is appointed by OCN NI.

11.2 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 IQA

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 IQA documentation). OCN NI will make standardisation summary reports available and correspond directly with Centres regarding event outcomes.

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12. Administration

12.1 Registration

A Centre must register learners within 90 working days of commencement of a qualification.

12.2 Certification

Certificates will be issued to Centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the Centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

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 has considered the requirements of Equality legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

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.

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Qualification Title: **OCN NI Level 2 Certificate in Transversal Skills**
Qualification Number: **610/5574/8**

Operational start date: **15 April 2025**
Operational end date: **14 April 2030**
Certification end date: **14 April 2032**

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12.6 Appendix 1 - Definition of OCN's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Be able to	The capability or ability to do something. That someone has the power, skill, means or opportunity to perform a particular action.	The learner will be expected to demonstrate their competency in carrying out a task or skill. This may involve using equipment or specific technologies or it may be in understanding and following policies and procedures. Follow instructions or carry out a review or make decisions.
Be aware of	To have knowledge or consciousness of something. To recognise, understand or perceive facts, situations or conditions.	Learners will be expected to be aware of their surroundings, in various contexts, including an educational setting or the workplace. This may include organisational practices, policies or procedures, safety and own responsibilities such as deadlines or behaviour.
Carry out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.
Comply	Act in accordance with specified standards, instructions, or set of rules or guidance.	This will be a practical activity or process which shows that the learner is following appropriate workplace policies, practices or procedures e.g. health and safety, manual handling, GDPR, safeguarding. Recommended assessment methods: Photographs or video recordings, staff or peer observation records. Evidence should be included as first person and past tense i.e. 'I did' rather that 'you should'.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.

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Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Determine	To ascertain or establish something precisely through examination, investigation, and/or calculation, often leading to a decision, conclusion, or resolution.	The learner will be expected to identify or decide upon specific information, outcomes, or solutions based on analysis, evidence, calculation and/or reasoning within a given context.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimised solution.	Learners will use their knowledge to form an action or improvement plan to achieve a goal or task. This could include goals or targets, timelines or steps required to achieve the task. Recommended assessment methods: Written description, audio or video recording, action plan templates.
Explain	Make clear a given subject matter and/or give reasons for and/or the procedure in a given situation or regarding a given subject matter.	The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. The learner implements the design by constructing the item, executing the process, or coding the algorithm. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.

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Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Know how to	Having the knowledge, skill or ability to do something. Implying someone has the necessary understanding or expertise to perform a particular task or activity.	Learners will be expected to convey the capabilities and comprehension required to accomplish or complete a specific task. This may involve managing or working within teams, complying with workplace or college procedures, making or preparing a product, using software, plan a project or devise activities.
Research	To systematically investigate and study materials and sources in order to establish facts and reach new conclusions.	The learner will be expected to conduct a structured and methodical approach to defining objectives, gathering data from various sources, systematically investigating and analysing that data, establishing facts, and reaching new conclusions that can inform decision-making and program development.
Review	To critically evaluate or examine. Carry out analysis of activity and / or information produced, identifying and making changes to improve the activity or information produced.	The learner will be expected to demonstrate their ability to critically engage with material through thorough evaluation or examination using the key steps of understanding, analysis, summarizing and feedback. This may be in various contexts, like academics, work, or even day-to-day tasks.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous

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		details.
Understand	To grasp the meaning, significance or nature of content, by memorising facts, being able to explain concepts, apply knowledge to situations or make connections between different ideas.	Learners may be expected to understand complicated concepts, explaining solutions; understand events, which they can discuss, argue or debate; use innovative thinking skills to analyse and evaluate; or understand the appropriate skills to apply in given situations.
Use	Operate a system or process showing skills and knowledge in typically one area and /or context.	This will be a practical activity or process which shows learner's ability to practically apply their knowledge and understanding of a concept or theory. Recommended assessment methods: Photographs or video recordings, screenshots, work product, staff or peer observation records. Evidence should be included as first person and past tense i.e. 'I did' rather that 'you should'.

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