



Qualification Specification for:

OCN NI Level 2 Diploma in Primary Care Medical Administration

➤ **Qualification No: 610/3445/9**

Qualification Regulation Information

OCN NI Level 2 Diploma in Primary Care Medical Administration

Qualification Number: 610/3445/9

Operational start date: 15 November 2023

Operational end date: 14 November 2028

Certification end date: 14 November 2030

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification and the certification end date is the last date by which learners can claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

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Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualification:

→ **OCN NI Level 2 Diploma in Primary Care Medical Administration**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Unit details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualification
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ocnni.org.uk

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

Qualification Features

Sector Subject Area

15.2 Administration

This qualification relates to the following National Occupational Standards for Business:

Business NOS

<https://8304001.fs1.hubspotusercontent-na1.net/hubfs/8304001/Business%20%26%20Admin%202021.pdf>

Qualification Aim

The aim of the OCN NI Level 2 Diploma in Primary Care Medical Administration is to enable learners to develop the knowledge, understanding and key skills required to work within administrative roles in different primary medical care environments.

Qualification Objectives

The objectives of the OCN NI Level 2 Diploma in Primary Care Medical Administration are to enable learners to develop knowledge and skills in the area of primary care medical administration to include:

- undertaking administrative tasks in different medical environments
- understanding medical principles and terminology
- managing communications in different medical environments
- managing own personal performance and development

Grading

Grading for this qualification is pass/fail.

Qualification Target Group

This qualification is particularly suitable for those who wish to or are currently employed in administrative roles within a primary medical care environment.

Progression Opportunities

The OCN NI Level 2 Diploma in Primary Care Medical Administration will allow learners to progress to higher level qualifications in business administration in medical and other environments.

Entry Requirements

Learners should be at least 18 years of age and have sufficient literacy and numeracy skills to successfully complete the qualification. Learners must evidence competencies in a real work environment. If they are not presently working in a relevant administrative role in a primary care setting then they must have access to relevant work placements and/or volunteering positions of at least 240 hours over the duration of the qualification.

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (<https://www.ocnni.org.uk/my-account/>), which includes additional support for teachers, eg, planning and assessment templates, guides to best practice, etc.

Delivery Languages

This qualification are available in English only at this time. If you wish to offer this qualification in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:

- Centre contact
- Programme Co-ordinator
- Tutor
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for their own assessments.

Tutors

Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience.

Assessors

The qualification is assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

Assessors must:

- be occupationally competent, qualified to at least one level higher than the qualification
- have a minimum of one year's relevant experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained centre internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualifications.

Internal Verifiers must:

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up to date records supporting the verification of assessment and learner achievement

Structure and Content

OCN NI Level 2 Diploma in Primary Care Medical Administration

To achieve the OCN NI Level 2 Diploma in Primary Care Medical Administration the learner must successfully complete a total of 37 credits, 34 credits must be taken from the mandatory units (all units), and at least 3 credits from any of the optional units.

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| Total Qualification Time (TQT) for this qualification: | 370 hours |
| Guided Learning Hours (GLH) for this qualification: | 296 hours |

Unit Summary Table

| Portal Reference Number | OCN NI Unit Code | Unit Title | Credit Value | GLH | Level |
|----------------------------|------------------|--|--------------|-----|-------|
| Mandatory units | | | | | |
| A/650/9052 | CBG390 | Administration Skills within a Medical Environment | 8 | 64 | Two |
| D/650/9053 | CBG391 | Teamwork in Administration | 3 | 24 | Two |
| F/650/9054 | CBG392 | Medical Principles for Administrators | 9 | 72 | Two |
| H/650/9055 | CBG393 | Medical Terminology | 6 | 48 | Two |
| J/650/9056 | CBG394 | Managing Communications in a Medical Environment | 4 | 32 | Two |
| K/650/9057 | CBG395 | Manage Personal Performance and Development | 4 | 32 | Two |

| Portal Reference Number | OCN NI Unit Code | Unit Title | Credit Value | GLH | Level |
|----------------------------|------------------|---|--------------|-----|-------|
| Optional units | | | | | |
| L/650/9058 | CBG396 | Working in the National Health Service | 5 | 40 | Two |
| M/650/9059 | CBG397 | Medical Word Processing | 6 | 48 | Two |
| Y/650/9060 | CBG398 | Communication Skills Within a Medical Environment | 3 | 24 | Two |
| A/650/9061 | CBG399 | Produce Business Documents Within a Medical Environment | 3 | 24 | Two |
| D/650/9062 | CBG400 | Producing Medical Documents from Recorded Speech | 5 | 40 | Two |
| F/650/9063 | CBG401 | Store and Retrieve Information Within a Medical Environment | 4 | 32 | Two |
| H/650/9064 | CBG402 | Handling Mail | 2 | 16 | Two |
| J/650/9065 | CBG403 | Organising Business Travel and Accommodation | 2 | 16 | Two |
| K/650/9066 | CBG404 | Handling Diary Systems | 2 | 16 | Two |
| L/650/9067 | CBG405 | Customer Service and Communication | 2 | 16 | Two |
| M/650/9068 | CBG406 | Dealing with Petty Cash and Customer Payments | 3 | 24 | Two |
| K/650/9075 | CBG407 | Welcoming and Receiving Visitors to the Workplace | 2 | 16 | Two |
| L/650/9076 | CBG408 | Making and Receiving Business Calls | 2 | 16 | Two |
| M/650/9077 | CBG409 | Using Office Equipment | 4 | 32 | Two |

| Optional Units (cont'd) | | | | | |
|--------------------------------|--------|--|---|----|-----|
| R/650/9078 | CBG410 | Time Management in a Business Environment | 3 | 24 | Two |
| T/650/9079 | CBG411 | Decision Making in a Business Environment | 3 | 24 | Two |
| D/650/9080 | CBG412 | Problem Solving Skills in Business Administration | 2 | 16 | Two |
| F/650/9081 | CBG413 | Oral Presentation Skills in a Business Environment | 3 | 24 | Two |
| M/650/9086 | CBG414 | Improving Own Confidence, Health and Personal Presentation in a Business Environment | 3 | 24 | Two |
| R/650/9087 | CBG415 | Using Social Media to Market Products and Services | 2 | 16 | Two |
| T/650/9088 | CBG416 | Remote Working for Business | 3 | 24 | Two |
| Y/650/9089 | CBG417 | Introduction to Cyber Security | 2 | 16 | Two |
| F/650/9090 | CBG418 | Computerised Accounting Software | 3 | 24 | Two |
| H/650/9091 | CBG419 | Project Management Software | 4 | 32 | Two |
| J/650/9092 | CBG420 | Bespoke Software | 3 | 24 | Two |
| K/650/9093 | CBG421 | Database Software | 4 | 32 | Two |
| L/650/9094 | CBG422 | Use Digital Imaging and Printing Tools | 4 | 32 | Two |
| M/650/9095 | CBG423 | Desktop Publishing | 4 | 32 | Two |
| R/650/9096 | CBG424 | IT Communication Fundamentals | 2 | 16 | Two |
| T/650/9097 | CBG425 | IT Software Fundamentals | 3 | 24 | Two |

| | | | | | |
|----------------------------|--------|---|---|----|-----|
| Y/650/9098 | CBG426 | IT User Fundamentals | 3 | 24 | Two |
| A/650/9099 | CBG427 | Imaging Software Tools | 4 | 32 | Two |
| K/650/9100 | CBG428 | Improving Productivity Using IT | 4 | 32 | Two |
| L/650/9101 | CBG429 | Presentation Software | 2 | 16 | Two |
| M/650/9102 | CBG430 | Email Software Skills | 3 | 24 | Two |
| R/650/9103 | CBG431 | Specialist Software | 3 | 24 | Two |
| T/650/9104 | CBG432 | Spreadsheet Software | 4 | 32 | Two |
| Y/650/9105 | CBG433 | Using the Internet | 4 | 32 | Two |
| A/650/9106 | CBG434 | Health and Safety in a Working Environment | 3 | 24 | Two |
| D/650/9107 | CBG435 | Mental Health, Well-being and Building Resilience | 3 | 24 | Two |

Unit Details

| Title | Administration Skills Within a Medical Environment |
|---|--|
| Level | Two |
| Credit Value | 8 |
| Guided Learning Hours (GLH) | 64 |
| OCN NI Unit Code | CBG390 |
| Unit Reference No | A/650/9052 |
| Learn Direct Code | AA3 |
| <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 within 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 within 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 | Teamwork in Administration | |
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBG391 | |
| Unit Reference No | D/650/9053 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 | Medical Principles for Administrators |
|--|---|
| Level | Two |
| Credit Value | 9 |
| Guided Learning Hours (GLH) | 72 |
| OCN NI Unit Code | CBG392 |
| Unit Reference No | F/650/9054 |
| Learn Direct Code | AA3 |
| <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. | <p>1.1. Describe the role of preventive medicine (PM) in a medical environment including:</p> <ul style="list-style-type: none"> a) health aspects routinely targeted b) advice given in targeted areas <p>1.2. Describe the role of the medical administrator in supporting preventative medicine.</p> <p>1.3. Describe the purpose of screening and diagnostic tests.</p> |
| 2. Understand infection and its control in a medical environment. | <p>2.1. Classify the different types of pathogenic micro-organisms.</p> <p>2.2. Describe the ways in which pathogenic micro-organisms may enter the human body.</p> <p>2.3. Describe the indications of infection in the body.</p> <p>2.4. Define the legislation that governs hazardous substances in a medical environment.</p> <p>2.5. Describe methods of controlling cross infection in a medical environment.</p> |
| 3. Understand the role and function of the diagnostic departments. | <p>3.1. Describe the work of the main sections of diagnostic departments and key roles of personnel.</p> <p>3.2. Assess ways in which individuals can be protected from the harmful effects of radiation.</p> |
| 4. Understand and apply the principles of medical ethics and medical etiquette. | <p>4.1. Define what is meant by medical ethics and medical etiquette.</p> <p>4.2. Describe the importance of maintaining patient confidentiality.</p> <p>4.3. Demonstrate how confidentiality can be maintained within a healthcare environment.</p> |
| 5. Understand the use and control of drugs in medicine. | <p>5.1. Describe the roles and responsibilities of a pharmacist.</p> <p>5.2. Describe the key aspects of current legislation regarding production, storage and prescribing of drugs in the United Kingdom (UK).</p> |

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| | 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. | |
| 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 | Medical Terminology | |
| Level | Two | |
| Credit Value | 6 | |
| Guided Learning Hours (GLH) | 48 | |
| OCN NI Unit Code | CBG393 | |
| Unit Reference No | H/650/9055 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 | Managing Communications in a Medical Environment | |
| Level | Two | |
| Credit Value | 4 | |
| Guided Learning Hours (GLH) | 32 | |
| OCN NI Unit Code | CBG394 | |
| Unit Reference No | J/650/9056 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to manage communication in a medical environment. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Know the purpose of and how to support business meetings in a medical environment. | 1.1. Describe reasons why business meetings in a medical environment need to be held. 1.2. Describe the roles and responsibilities of key medical meeting participants. 1.3. Describe the purpose of and prepare the following for a business meeting in a medical environment: 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 in a medical environment. | 3.1. Illustrate the steps required to prepare for an online and in person business meeting in a medical environment 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 in a medical environment. 3.4. Carry out follow up administrative tasks in line with organisational procedures including an evaluation. | |
| 4. Be able to summarise and present information for use in a medical environment. | 4.1. Summarise information from at least two different sources for use in a medical environment. 4.2. Present summarised information to others in an appropriate format. | |
| 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 | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |

| | | |
|------------------------------------|--|--|
| | A collection of documents containing work that shows 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 | CBG395 |
| Unit Reference No | K/650/9057 |
| Learn Direct Code | AA3 |
| <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 |

| | <p>4.2. Identify formal development opportunities consistent with business needs.</p> <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> | |
|---|---|---|
| <p>Assessment Guidance</p> | | |
| <p>The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.</p> | | |
| 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 Learner log/diary Peer notes Record of observation Record of discussion</p> |
| Practical demonstration/assignment | <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> |
| Coursework | <p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p> | <p>Record of observation Learner notes/written work Tutor notes/record Learner log/diary</p> |
| E-assessment | <p>The use of information technology to assess learners' work</p> | <p>Electronic portfolio E-tests</p> |

| Title | Working in the National Health Service |
|---|--|
| Level | Two |
| Credit Value | 5 |
| Guided Learning Hours (GLH) | 40 |
| OCN NI Unit Code | CBG396 |
| Unit Reference No | L/650/9058 |
| Learn Direct Code | AA3 |
| <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 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. Be able to maintain health and safety in the workplace. | 6.1. Define 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 |

| Title | Medical Word Processing | |
|---|---|--|
| Level | Two | |
| Credit Value | 6 | |
| Guided Learning Hours (GLH) | 48 | |
| OCN NI Unit Code | CBG397 | |
| Unit Reference No | M/650/9059 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand relevant information and use a range of word processing practices to edit, format and print documents commonly used in a medical environment. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 |

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| 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 | CBG398 | |
| Unit Reference No | Y/650/9060 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand interpersonal skills within a medical environment. | 1.1. Assess the benefits of face-to-face communication. 1.2. Describe ways of promoting a professional image within a 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 within 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. | |
| 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 | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |

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| | A collection of documents containing work that shows 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 | Produce Business Documents Within a Medical Environment |
|---|---|
| Level | Two |
| Credit Value | 3 |
| Guided Learning Hours (GLH) | 24 |
| OCN NI Unit Code | CBG399 |
| Unit Reference No | A/650/9061 |
| Learn Direct Code | AA3 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to prepare, produce and distribute business documents within a medical environment. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand how to prepare business documents within a medical environment. | 1.1. Describe the following requirements for different documents used within a medical environment: a) language b) tone c) image d) presentation 1.2. Demonstrate how to incorporate images into documents. 1.3. Describe how document use within a medical environment impacts upon document production. 1.4. Assess how legislative requirements impact on document production within a medical environment including: a) data protection b) copyright c) intellectual property d) patient confidentiality 1.5. Describe organisational procedures for version control. 1.6. Describe security requirements relating to document production within an medical environment. |
| 2. Be able to prepare business documents within a medical environment. | 2.1. Define the following in relation to document production within a medical environment: a) purpose b) audience c) content d) style e) format f) deadlines 2.2. Use document production resources in line with organisational guidelines. 2.3. Demonstrate correct use of the following in document production: a) grammar b) spelling c) punctuation d) sentence structure 2.4. Apply correct requirements and agreed timeframes to produce documents in a medical environment. |
| 3. Be able to distribute business documents within a medical environment. | 3.1. Present final documents in an appropriate medium for authorised readers. |

| | <p>3.2. Identify distribution lists and define restrictions in accordance with requirements.</p> <p>3.3. Apply security requirements in the production, distribution and storage of documents within a medical environment.</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> |
| 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> |

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| Title | Producing Medical Documents from Recorded Speech | |
| Level | Two | |
| Credit Value | 5 | |
| Guided Learning Hours (GLH) | 40 | |
| OCN NI Unit Code | CBG400 | |
| Unit Reference No | D/650/9062 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to produce medical documents from recorded speech. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 |

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| 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 |

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|---|--|--|
| Title | Store and Retrieve Information Within a Medical Environment | |
| Level | Two | |
| Credit Value | 4 | |
| Guided Learning Hours (GLH) | 32 | |
| OCN NI Unit Code | CBG401 | |
| Unit Reference No | F/650/9063 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to gather, store and retrieve information within a medical environment. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand how to store and retrieve information within a medical environment. | 1.1. Describe systems and procedures for storing and retrieving information within a medical environment. 1.2. Define legal and organisational requirements for the security and retention of information within a medical environment. 1.3. Demonstrate how to create filing systems to facilitate information identification and retrieval within a medical environment. 1.4. Describe how to use different search techniques to locate and retrieve information within a medical environment. 1.5. Describe the process to be undertaken where problems arise in the storing or retrieving of information within a medical environment. | |
| 2. Be able to gather and store information within a medical environment. | 2.1. Demonstrate the process for gathering required information within an agreed timeframe. 2.2. Store files and folders in accordance with organisational procedures within a medical environment including use of approved locations. 2.3. Describe the process for adhering to organisational policies and procedures, and legal and ethical requirements within a medical environment. | |
| 3. Be able to retrieve information within a medical environment. | 3.1. Describe the process of confirming information to be retrieved and its intended use within a medical environment. 3.2. Retrieve required information within agreed timeframes 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 | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |

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| | A collection of documents containing work that shows 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 | Handling Mail | |
|---|--|--|
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBG402 | |
| Unit Reference No | H/650/9064 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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 a 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: a) sorting incoming mail b) distribution of incoming mail accurately to a given deadline c) collecting and sorting outgoing mail accurately and on time d) dispatching outgoing mail on time 2.2. Describe how to deal with suspicious or damaged items. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/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 |

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| 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 Travel and Accommodation | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBG403 | |
| Unit Reference No | J/650/9065 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to make business travel and accommodation arrangements. | | |
| Learning Outcomes | | Assessment Criteria |
| 1. Be able to make business travel arrangements. | 1.1. Identify business travel requirements following organisational procedures including: <ul style="list-style-type: none"> a) making a checklist b) accommodation requirements c) budget 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"> a) confirmed itinerary b) supporting travel documents | |
| 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. | |
| 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 |

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| 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 |

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|--|--|--|
| Title | Handling Diary Systems | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBG404 | |
| Unit Reference No | K/650/9066 | |
| Learn Direct Code | AA3 | |
| <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 | CBG405 | |
| Unit Reference No | L/650/9067 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | | Assessment Criteria |
| 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: a) presenting a positive image b) listening skills c) use of tone and language d) conveying information e) confirming any decisions 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. | |
| 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 |

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| 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 | CBG406 | |
| Unit Reference No | M/650/9068 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable learners to administer a petty cash system and customer payments. | | |
| Learning Outcomes | | Assessment Criteria |
| 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. | |
| 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 |

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| 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 | CBG407 | |
| Unit Reference No | K/650/9075 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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: a) establishing purpose of visit b) following organisational procedures c) answering routine questions d) making visitors feel welcome during any period of waiting e) using appropriate tone and language, including body language | |
| 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 | Making and Receiving Business Calls | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBG408 | |
| Unit Reference No | L/650/9076 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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 | |
| 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 | Using Office Equipment |
|---|---|
| Level | Two |
| Credit Value | 4 |
| Guided Learning Hours (GLH) | 32 |
| OCN NI Unit Code | CBG409 |
| Unit Reference No | M/650/9077 |
| Learn Direct Code | AA3 |
| <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: a) producing the correct number of copies of single page b) using the automatic feeder to produce the correct number of copies of multiple pages c) using the sort and staple function for multi-page tasks d) using the double-sided function 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: a) binding b) laminating 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 that are 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: a) printers b) photocopiers c) laminators d) shredders |

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 | CBG410 | |
| Unit Reference No | R/650/9078 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learners to develop time management skills in a business environment. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 | Decision Making in a Business Environment | |
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBG411 | |
| Unit Reference No | T/650/9079 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 |

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|--|--|--|
| Title | Problem Solving Skills in Business Administration | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBG412 | |
| Unit Reference No | D/650/9080 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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: a) appropriate actions b) sources of help c) collaborative working d) consequences if not addressed 2.2. Assess effectiveness of the solution 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 |

| | | |
|---|---|--|
| Title | Oral Presentation Skills in a Business Environment | |
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBG413 | |
| Unit Reference No | F/650/9081 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 Own Confidence, Health and Personal Presentation in a Business Environment |
|--|---|
| Level | Two |
| Credit Value | 3 |
| Guided Learning Hours (GLH) | 24 |
| OCN NI Unit Code | CBG414 |
| Unit Reference No | M/650/9086 |
| Learn Direct Code | AA3 |
| <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. | <p>1.1. Describe how own confidence may be impacted in the business environment by the following factors and strategies for addressing:</p> <ul style="list-style-type: none"> a) own personal appearance b) ability to interact socially c) ability to undertake workplace activities and tasks d) interests and activities e) own level of health f) stress <p>1.2. Assess own level of confidence, factors which may impact adversely on own workplace level confidence and how they may be addressed.</p> |
| 2. Use techniques to improve own personal presentation within a business environment. | <p>2.1. Compare how appropriate presentation in the business environment differs from an individual's presentation in at least one other situation.</p> <p>2.2. Summarise how the following areas impact on how own personal appearance is viewed by others within the business environment:</p> <ul style="list-style-type: none"> a) own level of health b) personal grooming c) having a positive attitude <p>2.3. Illustrate how to dress appropriately for at least three different situations including at least one office environment situation.</p> <p>2.4. Apply personal grooming techniques to improve own personal appearance appropriate to the business environment:</p> <ul style="list-style-type: none"> a) hair, head and face b) skin including use of appropriate makeup or cleansing, toning, exfoliating and moisturising techniques c) nails d) teeth e) cleanliness including use of deodorant |

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| <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"> a) improving own health b) improving own workplace confidence c) reducing and managing own workplace stress d) improving own appearance and presentation within a business environment |
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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 Learner log/diary Peer notes Record of observation Record of discussion</p> |
| Practical demonstration/assignment | <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> |
| Coursework | <p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p> | <p>Record of observation Learner notes/written work Tutor notes/record Learner log/diary</p> |
| E-assessment | <p>The use of information technology to assess learners' work</p> | <p>Electronic portfolio E-tests</p> |

| | | |
|---|---|--|
| Title | Using Social Media to Market Products and Services | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBG415 | |
| Unit Reference No | R/650/9087 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 |

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| 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 | CBG416 |
| Unit Reference No | T/650/9088 |
| Learn Direct Code | AA3 |
| <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"> wired and wifi internet connections computers with appropriate communication software ensuring security of equipment, data and internet connection 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"> public wifi non encrypted wifi equipment that is shared or not provided by a trusted source automatic hotspot connections non HyperText Transfer Protocol Secure (HTTPS) websites |
| 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"> presenting own and other's work facilitating team interaction and collaboration sharing and working on documents configuring video background sharing access to screen 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 | CBG417 | |
| Unit Reference No | Y/650/9089 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 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 |

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| 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 | CBG418 | |
| Unit Reference No | F/650/9090 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to select and use tools and techniques for computerised accounting software. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 | 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 | Project Management Software |
|---|--|
| Level | Two |
| Credit Value | 4 |
| Guided Learning Hours (GLH) | 32 |
| OCN NI Unit Code | CBG419 |
| Unit Reference No | H/650/9091 |
| Learn Direct Code | AA3 |
| <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 | Bespoke Software | |
|--|---|--|
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBG420 | |
| Unit Reference No | J/650/9092 | |
| Learn Direct Code | AA3 | |
| <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 | CBG421 | |
| Unit Reference No | K/650/9093 | |
| Learn Direct Code | AA3 | |
| <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 | CBG422 | |
| Unit Reference No | L/650/9094 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use digital imaging and printing software. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 | Desktop Publishing |
|--|---|
| Level | Two |
| Credit Value | 4 |
| Guided Learning Hours (GLH) | 32 |
| OCN NI Unit Code | CBG423 |
| Unit Reference No | M/650/9095 |
| Learn Direct Code | AA3 |
| <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 ensuring 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 | CBG424 | |
| Unit Reference No | R/650/9096 | |
| Learn Direct Code | AA3 | |
| <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 | CBG425 | |
| Unit Reference No | T/650/9097 | |
| Learn Direct Code | AA3 | |
| <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 | CBG426 |
| Unit Reference No | Y/650/9098 |
| Learn Direct Code | AA3 |
| <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 | CBG427 |
| Unit Reference No | A/650/9099 |
| Learn Direct Code | AA3 |
| <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 that 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 used 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 | CBG428 | |
| Unit Reference No | K/650/9100 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to use IT tools, systems and techniques to improve productivity. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 | Presentation Software | |
|--|--|--|
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBG429 | |
| Unit Reference No | L/650/9101 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use presentation software. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 | Email Software Skills | |
|--|--|--|
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBG430 | |
| Unit Reference No | M/650/9102 | |
| Learn Direct Code | AA3 | |
| <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 | CBG431 | |
| Unit Reference No | R/650/9103 | |
| Learn Direct Code | AA3 | |
| <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 |

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|--|---|--|
| Title | Spreadsheet Software | |
| Level | Two | |
| Credit Value | 4 | |
| Guided Learning Hours (GLH) | 32 | |
| OCN NI Unit Code | CBG432 | |
| Unit Reference No | T/650/9104 | |
| Learn Direct Code | AA3 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use spreadsheet software. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 |

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| 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 the Internet |
|--|--|
| Level | Two |
| Credit Value | 4 |
| Guided Learning Hours (GLH) | 32 |
| OCN NI Unit Code | CBG433 |
| Unit Reference No | Y/650/9105 |
| Learn Direct Code | AA3 |
| <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. |

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| 5. Be able to work online safely and securely. | <ul style="list-style-type: none"> 5.1. Describe the threats to system performance when working online. 5.2. Work responsibly and take appropriate safety and security precautions when working online. 5.3. Describe the threats to information security when working online. 5.4. Manage personal access to online sources securely. 5.5. Describe the threats to user safety when working online. 5.6. Describe how to minimise internet security risks. 5.7. Apply laws, guidelines and procedures for safe and secure internet use. 5.8. Explain the importance of the relevant laws affecting internet users. |
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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 | CBG434 | |
| Unit Reference No | A/650/9106 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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 | |
| 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 |

| | | |
|---|---|---|
| <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> |
|---|---|---|

| Title | Mental Health, Well-being and Building Resilience | |
|---|---|--|
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBG435 | |
| Unit Reference No | D/650/9107 | |
| Learn Direct Code | AA3 | |
| <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. | | |
| Learning Outcomes | Assessment Criteria | |
| 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. | |
| 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 |

Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification 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 qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

The External Verifier will review the delivery and assessment of the qualifications. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification
- Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

Administration

Registration

A centre must register learners within 20 working days of commencement of a qualification.

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.

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.

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities 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.

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 2 Diploma in Primary Care Medical Administration

Qualification Number: 610/3445/9

Operational start date: 15 November 2023

Operational end date: 14 November 2028

Certification end date: 14 November 2030

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