



Qualification Specification for:

OCN NI Level 2 Award in Further Study Skills

➤ Qualification No: 601/6251/X

OCN NI Level 2 Certificate in Further Study Skills

➤ Qualification No: 601/6252/1

OCN NI Level 2 Extended Certificate in Further Study Skills

➤ Qualification No: 601/6271/5

Qualification Regulation Information

OCN NI Level 2 Award in Further Study Skills

Qualification Number: 601/6251/X

Operational start date: 01 June 2015

Operational end date: 31 May 2025

Certification end date: 31 May 2027

OCN NI Level 2 Certificate in Further Study Skills

Qualification Number: 601/6252/1

Operational start date: 01 June 2015

Operational end date: 31 May 2025

Certification end date: 31 May 2027

OCN NI Level 2 Extended Certificate in Further Study Skills

Qualification Number: 601/6271/5

Operational start date: 01 June 2015

Operational end date: 31 May 2025

Certification end date: 31 May 2027

Qualification review and certification end dates are provided for all nationally approved qualifications to ensure that they remain current and valid. The review date is the last date by which learners may be registered on a qualification, and the certification end date is the last date the learner can claim their certificate.

All OCN NI nationally approved qualifications are published to Ofqual's Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This database contains details of the available regulated qualifications, units and structures.

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Foreword

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

- **OCN NI Level 2 Award in Further Study Skills**
- **OCN NI Level 2 Certificate in Further Study Skills**
- **OCN NI Level 2 Extended Certificate in Further Study Skills**

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.

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.

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).

For further information about the RQF see:

<https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/>

Qualification Features

The OCN NI Level 2 Further Study Skills qualifications are for learners wishing to acquire knowledge and skills preparing them to progress to study at higher levels. The qualifications provide opportunities for learners to study in the following areas:

- Study skills and personal development
- Literacy
- Mathematics
- Science
- Social sciences
- Health and Social Care

Grading

Grading for these qualifications is pass/fail.

Sector Subject Area

14.1 Foundations for learning and life

Qualification Target Group

The qualifications are targeted at potential learners who have:

- a basic subject knowledge but wish to develop their study skills in the above areas
- no previous qualifications but who wish to progress to study at higher levels and potentially access higher level education.

Progression Opportunities

The OCN NI Level 2 Award, Certificate and Extended Certificate in Further Study Skills qualifications enable progression to other OCN NI Level 3 qualifications and other higher-level qualifications such as A/AS levels.

Entry Requirements

There are no formal restrictions on entry. However, learners must be at least 14 years of age to achieve these qualifications.

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

These qualifications are available in English only at this time. If you wish to offer these qualifications 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 these qualifications 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
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for any evidence they have assessed.

Centres must ensure that staff delivering, assessing and internally verifying qualifications are both qualified to teach in Northern Ireland and competent to do so.

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 qualifications are 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 and qualified to at least one level higher than the qualification
- have a minimum of one year's relevant experience
- 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 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 qualification.

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 if not already completed

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

The table below summarises the structure of these qualifications.

Level 2 Award in Further Study Skills

In order to achieve this qualification, the learner must successfully complete a total of 6 credits. Units can be taken from any group.

Total Qualification Time (TQT):	60 hours
Minimum Guided Learning Hours (GLH):	26 hours

Level 2 Certificate in Further Study Skills

In order to achieve this qualification, the learner must successfully complete a total of 13 credits. 4 credits must be taken the Core Skills group (***Study Skills and Personal Development group***). The remaining 9 credits may be taken from any group.

Total Qualification Time (TQT):	130
Guided Learning Hours (GLH):	67

Level 2 Extended Certificate in Further Study Skills

In order to achieve this qualification, the learner must successfully complete a total of 32 credits. 4 credits must be taken the Core Skills group (***Study Skills and Personal Development group***). The remaining 28 credits may be taken from any group.

Total Qualification Time (TQT):	320
Guided Learning Hours (GLH):	179

The Qualifications consist of the following units:

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
<i>Study Skills & Personal Development – Core Group</i>					
J/650/0027	CBF550	Transitioning to Higher Education: Mental Health and Well-being	10	1	Two
H/650/0062	CBF556	Transitioning to Further Education: Mental Health and Well-being	10	1	Two
K/650/0028	CBF551	Using Technology to Create, Edit and Communicate Information	20	2	Two
K/507/2491	CBC542	Developing a Personal Statement	10	1	Two

T/507/2493	CBC543	Managing Own Study Skills	20	2	Two
F/507/2495	CBC544	Plagiarism & Academic Referencing systems	10	1	Two
R/507/2498	CBC545	Revision & Exam Study Skills	20	2	Two
Y/507/2499	CBC546	Time Management Skills	20	2	Two
A/617/5490	CBE469	Mental Health, Well-being and Building Resilience	30	3	Two
Literacy Units – Optional Group					
M/507/2461	CBC529	Spelling Strategies	20	2	Two
T/507/2462	CBC530	Using Reading Strategies	20	2	Two
A/507/2463	CBC531	Writing Strategies	30	3	Two
F/507/2464	CBC532	Essay Writing Skills	20	2	Two
J/507/2465	CBC533	Punctuation & Grammar	20	2	Two
Mathematics – Optional Group					
Y/507/2468	CBC534	Algebra, 2D and 3D Shapes	30	3	Two
L/650/0029	CBF552	Functional Mathematical Skills: 1	20	2	Two
T/650/0030	CBF553	Functional Mathematical Skills: 2	20	2	Two
R/507/2467	CBC535	Graphs & Statistics	30	3	Two
Science – Optional Group					
K/507/2474	CBC536	Physics and Physical Processes	30	3	Two
D/507/2469	CBC537	Biological Systems	20	2	Two
F/507/2478	CBC538	Principles of Chemistry	30	3	Two
Y/507/2471	CBC541	Scientific Investigative Principles & Practical Skills	20	2	Two
Social Sciences – Optional Group					
F/507/2481	CBC539	Exploring Psychology	30	3	Two
H/507/2716	CBC547	Exploring Sociology	30	3	Two

M/507/2489	CBC548	Social Policy	20	2	Two
Health and Social Care – Optional Group					
Y/615/2914	CBD724	Fundamentals of Mental Health and its Impact	20	2	Two
F/615/2924	CBD725	Health Science	30	3	Two
M/615/2921	CBD728	Promoting Mental Well-being	50	5	Two
K/615/2917	CBD726	The Human Body	30	3	Two
T/615/2922	CBD729	The Systems and Processes within the Human Body	50	5	Two
T/615/2919	CBD727	Understanding Disease in the Human Body	60	6	Two

Unit Details

Title	Transitioning to Higher Education: Mental Health and Well-being	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBF550	
Unit Reference No	J/650/0027	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand factors that may impact adversely on own mental health and well-being when transitioning to higher education (HE) and methods or techniques that can be used to improve own mental health and well-being.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by good mental health and well-being.	1.1. Summarise using examples what is meant by good mental health and well-being.	
2. Understand factors that may impact adversely on mental health and well-being when transitioning to higher education (HE).	2.1. Describe using examples three internal and three external factors may impact adversely on own mental health and well-being when transitioning to HE.	
3. Understand how to improve mental health and well-being when transitioning to HE.	3.1. Describe at least four methods or techniques that may be used to improve own mental health and well-being when transitioning to HE.	
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	Transitioning to Further Education: Mental Health and Well-being	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBF556	
Unit Reference No	H/650/0062	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand factors that may impact adversely on own mental health and well-being when transitioning to further education (FE) and methods or techniques that can be used to improve own mental health and well-being.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by good mental health and well-being.	1.1. Describe using examples what is meant by good mental health and well-being.	
2. Be aware of factors that may impact adversely on mental health and well-being when transitioning to further education (FE).	2.1. Describe using examples three internal and three external factors may impact adversely on own mental health and well-being when transitioning to FE.	
3. Know how to improve mental health and well-being when transitioning to FE.	3.1. Describe at least four methods or techniques that may be used to improve own mental health and well-being when transitioning to FE.	
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	Using Technology to Create, Edit and Communicate Information
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CBF551
Unit Reference No	K/650/0028
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to create, edit and communicate information using information technology systems and software.	
Learning Outcomes	Assessment Criteria
1. Be able to create and edit documents using technology.	1.1. Use appropriate software to enter, edit and format text including: <ol style="list-style-type: none"> font size font type highlights underline bold italic creating bullet point lists 1.2. Create and format a table within a given document including appropriate: <ol style="list-style-type: none"> positioning sizing border style 1.3. Format and insert a graphic within a given document including appropriate: <ol style="list-style-type: none"> positioning sizing captioning borders
2. Be able to edit and enhance digital media.	2.1. Edit and enhance at least three images to include the following: <ol style="list-style-type: none"> adjusting image contrast and colour balance adding a text caption cropping of required section resizing appropriately
3. Be able to compose, send and receive emails.	3.1. Compose and format emails including attachments. 3.2. Determine message size and how it can be reduced if required. 3.3. Send emails to individuals and groups. 3.4. Describe how to stay safe and respect others when using email. 3.5. Use an address book to organise contact information. 3.6. Read and respond to emails appropriately. 3.7. Set up automated responses. 3.8. Archive and store emails including attachments.

4. Be able to create and edit a presentation.	4.1. Create a presentation including: a) master slide to ensure consistency in the presentation of layout, colour and font b) formatting of text font size and type, underline, bold and italics c) insertion of at least one graphic and hyperlink d) embedding of least one video e) insertion of speaker notes	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
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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	Developing a Personal Statement	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	5	
OCN NI Unit Code	CBC542	
Unit Reference No	K/507/2491	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop a personal statement.		
Learning Outcomes		Assessment Criteria
5. Know how to prepare and write a personal statement.	5.1. Describe the purpose and content of a personal statement. 5.2. Compare successful personal statements for a range of purposes including employment and higher education courses. 5.3. Develop a personal statement for a chosen purpose.	
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

Title	Managing Own Study Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC543	
Unit Reference No	T/507/2493	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to assess and improve own study skills.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of study management skills and its impact on own study.	1.1. Describe the importance and characteristics of good study management skills 1.2. Define the terms positive pressure and negative stress. 1.3. Describe the consequences of poor management study skills including: a) short and long-term impact b) physical and psychological effects 1.4. Identify strategies for overcoming the adverse effects of poor management study skills.	
2. Know how to organise own study programme to meet a set of targets.	2.1. Identify strengths and weaknesses of own study patterns and habits. 2.2. Compare own study patterns to an efficient model identifying possible areas for improvement in own study programme. 2.3. Develop a study plan to achieve set targets.	
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	Plagiarism and Academic Referencing Systems	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	5	
OCN NI Unit Code	CBC544	
Unit Reference No	F/507/2495	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by plagiarism and how to use an accepted referencing system.		
Learning Outcomes		Assessment Criteria
1. Understand plagiarism.	1.1. Describe what is meant by plagiarism, associated consequences and how it may be avoided. 1.2. Compare paraphrasing versus quoting. 1.3. Describe the use of anti-plagiarism resources.	
2. Be able to cite and reference sources.	2.1. Define the term common knowledge. 2.2. Describe the most commonly used citing/referencing style. 2.3. Use an accepted referencing system to cite sources and construct a bibliography.	
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	Revision and Exam Study Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC545	
Unit Reference No	R/507/2498	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop own revision and exam study skills.		
Learning Outcomes		Assessment Criteria
1. Understand how to select and apply appropriate revision strategies.	1.1. Describe own strengths and weaknesses in relation to revision for a specific subject. 1.2. Apply a range of revision strategies assessing the effectiveness of each taking into account own preferences.	
2. Be able to manage time effectively under exam conditions.	2.1. Demonstrate effective time management planning skills under exam conditions. 2.2. Adhere to time management plan under exam conditions. 2.3. Plan and formulate responses to exam questions or tasks that fully meet requirements. 2.4. Identify the strengths and weaknesses of his/her own performance.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/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	Time Management Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC546	
Unit Reference No	Y/507/2499	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand time management skills and how to implement effective time management in own life to help reduce stress.		
Learning Outcomes		Assessment Criteria
1. Understand time management skills and techniques.	1.1. Describe what is meant by time management skills and how these may be used. 1.2. Describe and apply time management techniques.	
2. Understand how time management may reduce stress.	2.1. Describe examples of physical and emotional symptoms of stress. 2.2. Explain how time management can help reduce stress.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Mental Health, Well-being and Building Resilience	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE469	
Unit Reference No	A/617/5490	
<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	Record of observation Learner notes/written work Learner log

	enable learners to practise and apply skills and knowledge	
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Spelling Strategies	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC529	
Unit Reference No	M/507/2461	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and apply spelling strategies in order to improve own spelling.		
Learning Outcomes		Assessment Criteria
1. Use independent spelling strategies to spell accurately.	1.1. Describe and use a range of independent spelling strategies including: <ul style="list-style-type: none"> a) identifying frequent errors and error patterns in own writing. b) selecting appropriate strategies for particular spelling problems c) classifying words into spelling groups. d) learn and applying rules which improve spelling 	
2. Be able to maintain a personal spelling programme over a period of time.	2.1. Maintain a personal spelling programme over a period of time. 2.2. Plan and review learning regularly. 2.3. Demonstrate correct spelling progress in own writing.	
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	Using Reading Strategies	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBC530	
Unit Reference No	T/507/2462	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and apply a range of reading strategies.		
Learning Outcomes		Assessment Criteria
1. Assess the purpose of a range of texts.	1.1. Describe how language is used in different contexts. 1.2. Assess the effectiveness of a range of texts identifying the techniques used by the author to achieve a purpose including: a) continuous descriptive b) explanatory c) persuasive texts.	
2. Be able to evaluate information and ideas within a range of texts.	2.1. Evaluate a range of texts taking into account the following: a) fact and opinion b) sources of ideas and opinions c) use of vocabulary for different purposes	
3. Be able to select appropriate reading strategies.	3.1. Select reading strategies to address the following: a) find and obtain information b) identify main points and specific details c) summarise information from large blocks of text	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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	Writing Strategies	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBC531	
Unit Reference No	A/507/2463	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to demonstrate a variety of writing strategies for different purposes.		
Learning Outcomes	Assessment Criteria	
1. Be able to interpret piece of writing.	1.1. Use a variety of literary techniques to help interpret the purpose of texts. 1.2. Use a variety of literary techniques to help interpret the meaning of texts.	
2. Be able to use different writing styles.	2.1. Describe and use a range of different styles of writing for different purposes.	
3. Be able to use a range of writing formats.	3.2. Describe and use a range of writing formats to convey feelings, ideas and/or experiences.	
4. Use writing in order to communicate.	4.1. Demonstrate the use of writing to communicate including: a) logical development of ideas and different sentence constructions. b) writing coherently and fluently, using varied vocabulary and images where appropriate. c) using a range of strategies and appropriate tools to convey a message	
5. Know how to plan and draft a piece of writing.	5.1. Use a range of planning techniques. 5.2. Develop a detailed plan for a piece of writing. 5.3. Describe the development stages of own writing. 5.4. Produce first drafts of writing. 5.5. Demonstrate the need to edit a draft. 5.6. Use proof reading techniques. 5.7. Produce a final copy.	
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
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Title	Essay Writing Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC532	
Unit Reference No	F/507/2464	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to plan and present an essay.		
Learning Outcomes		Assessment Criteria
1. Understand an essay task.	1.1. Outline a proposed structure to a given essay ensuring all requirements are met. 1.2. Compare fictional and non-fictional writing	
2. Be able to present and compare information and opinions within an essay.	2.1. Use formal language to present, compare and formulate opinions within an essay, using evidence to support ideas. 2.2. Use a formal referencing system to record sources used. 2.3. Proof read essay for accuracy in grammar and punctuation	
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	Punctuation and Grammar	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC533	
Unit Reference No	J/507/2465	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the correct use of punctuation and grammar.		
Learning Outcomes		Assessment Criteria
1. Be able to use punctuation correctly.	1.1. Describe when and how to use punctuation including: <ol style="list-style-type: none"> capital letters end of sentence punctuation commas, including their use to divide phrases semi-colons colons speech marks 1.2. Use the above punctuation accurately in own writing. 1.3. Assess own writing for correct use of punctuation.	
2. Be able to use grammar correctly.	2.1. Use subordinate clauses in sustained pieces of writing. 2.2. Use tenses showing: <ol style="list-style-type: none"> subject and verb agreement correct construction of tenses 2.3. Assess own writing for correct use of grammar.	
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	Algebra, 2D and 3D Shapes	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBC534	
Unit Reference No	Y/507/2468	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand basic algebra, 2D and 3D shapes.		
Learning Outcomes		Assessment Criteria
1. Calculate Powers and Roots.	1.1. Calculate simple powers and square roots without a calculator. 1.2. Calculate powers, square roots and cube roots using a calculator	
2. Carryout calculations using negative numbers.	2.1. Illustrate what is meant by the number line. 2.2. Add and subtract numbers that have different signs. 2.3. Multiply numbers that have different signs. 2.4. Divide numbers that have different signs.	
3. Use Symbols.	3.1. Translate verbal statements into algebraic symbols. 3.2. Calculate the value of an algebraic expression using substitution. 3.3. Simplify algebraic expressions. 3.4. Remove brackets form algebraic expressions.	
4. Use formulae and solve linear equations.	4.1. Evaluate the subject of simple formulas using substitution. 4.2. Solve a range of simple linear equations.	
5. Calculate areas, perimeters and volumes.	5.1. Calculate the area and perimeter of simple geometric shapes including: a) Squares b) Rectangles c) Triangles 5.2. Calculate the area and perimeter of compound geometric shapes including: a) Squares b) Rectangles c) Triangles 5.3. Calculate the volume of cubes and cuboids.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable	Record of observation Learner notes/written work Learner log

	learners to practise and apply skills and knowledge	
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	Functional Mathematical Skills: 1	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBF552	
Unit Reference No	L/650/0029	
<i>Unit purpose and aim(s):</i> This unit will enable learners to carry out functional mathematical calculations using whole and decimal numbers.		
Learning Outcomes		Assessment Criteria
1. Perform basic mathematical operations.	1.1. Add and subtract whole and decimal numbers. 1.2. Multiply and divide whole and decimal numbers. 1.3. Carry out multiple operations in correct order.	
2. Round numbers.	2.1. Round numbers to 1, 2 and 3 decimal figures. 2.2. Round numbers to 1, 2 and 3 significant figures. 2.3. Round numbers to the nearest 10, 100 and 1000.	
3. Determine the Lowest Common Multiple (L.C.M.) and the Highest Common Factor (H.C.F.).	3.1. Determine the L.C.M. and the H.C.F. of two integers and a set of three integers.	
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	Functional Mathematical Skills: 2	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBF553	
Unit Reference No	T/650/0030	
<i>Unit purpose and aim(s):</i> This unit will enable learners to carry out functional mathematical calculations using fractions, percentages and ratios.		
Learning Outcomes		Assessment Criteria
1. Use Fractions.	1.1. Reduce a fraction to its lowest terms. 1.2. Find a fraction of a quantity. 1.3. Write one quantity as a fraction of another giving the answer as a fraction in its simplest form. 1.4. Add, subtract, multiply and divide fractions. 1.5. Convert fractions to decimals.	
2. Use Percentages.	2.1. Express one number as a percentage of another. 2.2. Find percentages of quantities. 2.3. Calculate simple and compound interest. 2.4. Calculate percentage increase and percentage decrease in a quantity.	
3. Use Ratios.	3.1. Write ratios in the form 3:2. 3.2. Divide a quantity into a given ratio. 3.3. Use direct proportion in everyday situations.	
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	Graphs and Statistics	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBC535	
Unit Reference No	R/507/2467	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the use of graphs and statistics in mathematics.		
Learning Outcomes		Assessment Criteria
1. Construct Graphs.	1.1. Extract information accurately from graphs including those with points in all four quadrants. 1.2. Construct graphs using appropriate scales, plotting points accurately, including those with points in all four quadrants. 1.3. Construct graphs of linear equations. 1.4. Construct graphs describing real-life situations.	
2. Be able to extract and interpret statistical information.	2.1. Extract and interpret information from tables and charts. 2.2. Extract and interpret information from: a) bar charts b) pie charts c) comparative line graphs	
3. Be able to represent data using a variety of charts.	3.1. Represent given data sets in suitable ways using: a) bar charts b) pie charts c) graphs	
4. Calculate mean, median, mode and range of a data set	4.1. Calculate the mean of data sets. 4.2. Calculate the median of data sets. 4.3. Calculate the mode of data sets. 4.4. Calculate the range of data sets.	
5. Be able to compare two sets of data using different types of average.	5.1. Compare two sets of data using measures of average.	
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
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Title	Physics and Physical Processes	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	19	
OCN NI Unit Code	CBC536	
Unit Reference No	K/507/2474	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the theory and application of basic physical processes.		
Learning Outcomes		Assessment Criteria
1. Understand the nature of physics and energy transfer.	1.1. Describe a range of physical processes and forms of energy. 1.2. Describe and apply the law of conservation of energy to simple situations. 1.3. Describe, with examples, the processes of energy transfer 1.4. Perform a range of simple calculations in relation to physical processes and energy transfer.	
2. Understand electricity.	2.1. Define what is meant by electrical energy and power. 2.2. Describe the features of simple circuits including: a) Voltage b) Amperage c) Resistance, parallel and series 2.3. Design, construct and measure simple series and parallel circuits.	
3. Understand forces and motion.	3.1. Describe Newton's laws and their application to simple systems.	
4. Understand waves.	4.1. Describe the features of waves including: a) frequency b) wavelength c) amplitude d) period e) velocity 4.2. Illustrate, with examples, the electromagnetic spectrum. 4.3. Describe the propagation of sound waves. 4.4. Perform a range of simple wave calculations.	
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	Biological Systems	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBC537	
Unit Reference No	D/507/2469	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the fundamentals of biological systems.		
Learning Outcomes	Assessment Criteria	
1. Understand the fundamentals of biological science.	1.1. Define key attributes of living organisms. 1.2. Describe the structure and function of typical animal, plant and bacterial cells. 1.3. Describe, with examples, the principles of diffusion, osmosis and active transport.	
2. Understand the biochemistry of biological systems.	2.1. Describe the biochemistry of biological systems essential to life including: a) Monomers b) Protein c) Carbohydrates 2.2. Describe the principles of enzyme action.	
3. Understand inheritance.	3.1. Describe the basic structure of DNA. 3.2. Describe the process of monohybrid inheritance.	
4. Understand photosynthesis.	4.1. Illustrate the process of photosynthesis.	
5. Understand the structure and function of an animal's digestive system.	5.1. Describe the structure and function of an animal's digestive system.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Principles of Chemistry	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	19	
OCN NI Unit Code	CBC538	
Unit Reference No	F/507/2478	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the basic principles of chemistry.		
Learning Outcomes		Assessment Criteria
1. Understand the nature of chemistry and the main types of chemical reaction.	1.1. Outline various states of matter and the main types of chemical reactions. 1.2. Use simple balanced chemical equations to represent reactions. 1.3. Illustrate, with examples, the pH scale. 1.4. Assess the pH of a solution. 1.5. Describe the process of neutralisation.	
2. Understand atomic structure and bonding.	2.1. Describe the structure of the atom in terms of relative atomic mass and charge. 2.2. Describe the difference between elements, compounds and mixtures. 2.3. Define and give an example of ionic bonding. 2.4. Define and give an example of covalent bonding.	
3. Know the periodic table.	3.1. Differentiate common elements from their proton number, chemical symbol or their position in the periodic table. 3.2. Describe the properties of elements of Groups one and seven. 3.3. Use the reactivity series of metals to predict the results of simple experiments.	
4. Understand rates of reaction.	4.1. Describe the progress of reaction in terms of kinetic theory. 4.2. Describe factors affecting the rate of reaction.	
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	Scientific Investigative Principles and Practical Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBC541	
Unit Reference No	Y/507/2471	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to design and implement practical investigations.		
Learning Outcomes	Assessment Criteria	
1. Know how to formulate a hypothesis.	1.1. Produce a simple testable hypothesis.	
2. Be able to work safely in the laboratory.	2.1. Perform a risk assessment. 2.2. Follow laboratory safety procedures. 2.3. Use apparatus safely. 2.4. Identify common hazard warning symbols.	
3. Be able to produce an experimental plan.	3.1. Produce an experimental plan identifying variables which need to be controlled. 3.2. Record apparatus and materials diagrammatically to implement the plan.	
4. Know how to implement a practical investigation and record observations.	4.1. Follow instructions to carry out an investigation methodically. 4.2. Use instruments to obtain consistent results. 4.3. Make contemporaneous records. 4.4. Record an appropriate number of readings and observations.	
5. Know how to interpret results.	5.1. Apply an appropriate numerical or graphical technique to the data. 5.2. Describe trends and draw conclusions. 5.3. Apply results to scientific principles. 5.4. Identify errors, anomalies and limitations, if any.	
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	Exploring Psychology	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBC539	
Unit Reference No	F/507/2481	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an appreciation of psychology, psychological terminology, associated ethical issues and research methodology.		
Learning Outcomes		Assessment Criteria
1. Understand psychological terminology.	1.1. Summarise the following terms in relation to psychology: a) Falsifiable b) Verifiable c) Theoretical approach	
2. Understand the role of ethics within psychological research.	2.1. Summarise current ethical guidelines relating to psychological research. 2.2. Describe the importance of ethical approaches to psychological research. 2.3. Outline ethical issues found in psychological theory.	
3. Understand psychological methods of investigation.	3.1. Describe a range of psychological methods of investigation.	
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	Exploring Sociology	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBC547	
Unit Reference No	H/507/2716	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand sociology, its boundaries, development, terminology and key theories.		
Learning Outcomes	Assessment Criteria	
1. Understand the boundaries of sociological investigation.	1.1. Describe the sociological approaches to the study of human behaviour. 1.2. Compare the boundaries and approaches to sociological investigation with other social sciences. 1.3. Define a range of sociological terminology in frequent use. 1.4. Describe the historical development of sociology and the social context in which it emerged.	
2. Understand the nature/nurture debate.	2.1. Compare the following characteristics in the context of the nature/nurture debate: a) genetically inherited b) socially acquired. 2.2. Describe cases of social deprivation showing the importance of learned behaviour. 2.3. Summarise a range of arguments concerning the nature/nurture debate.	
3. Understand a range of sociological theories.	3.1. Summarise a range of sociological theories and associated terminology.	
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	Social Policy	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBC548	
Unit Reference No	M/507/2489	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain key issues and debates within social policy.		
Learning Outcomes	Assessment Criteria	
1. Understand key issues and debates within social policy.	1.1. Describe what is meant by social policy. 1.2. Describe the historical development of social policy including: a) influences b) personalities 1.3. Summarise key social policy debates on the following: a) Welfare provision b) Social class c) Gender d) Ethnicity e) Family and community	
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	Fundamentals of Mental Health and its Impact	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBD724	
Unit Reference No	Y/615/2914	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of the issues associated with mental health and how to communicate with individuals suffering from mental health problems		
Learning Outcomes	Assessment Criteria	
1. Understand the term mental health and its impact.	1.1. Define the term Mental Health. 1.2. Describe the key symptoms of three mental health conditions. 1.3. Describe the impact of mental health problems on the individual and others. 1.4. Describe four factors that affect mental health. 1.5. Give three examples of mental health problems.	
2. Understand the importance of a person-centred approach when working with individuals with mental health problems.	2.1. Describe why it is important to recognise and value an individual with mental health problems as a person first. 2.2. Describe three examples of how to use a person-centred approach when working with individuals with mental health problems.	
3. Know about therapeutic communication skills in Mental Health.	3.1 Compare the strengths and weakness of three types of therapeutic verbal and non-verbal communication skills used in mental health.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Health Science	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBD725	
Unit Reference No	F/615/2924	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how individual and public health is maintained and improved.		
Learning Outcomes		Assessment Criteria
1. Know factors that contribute to healthy living.	1.1. Illustrate the key factors that contribute to a healthy lifestyle.	
2. Know how preventative measures can be used to promote a healthier population.	2.1. Describe the role of health screening and describe in detail the impact of one screening programme on public health. 2.2. Describe two public health initiatives and their impact on public health	
3. Be aware of treatments used to combat illness.	3.1. Illustrate how antibiotics fight against particular bacteria. 3.2. Outline how gene therapy may be used to treat diseases.	
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
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	Promoting Mental Well-being	
Level	Two	
Credit Value	5	
Guided Learning Hours (GLH)	40	
OCN NI Unit Code	CBD728	
Unit Reference No	M/615/2921	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand influences on mental health and how positive psychological and emotional wellbeing may be promoted.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by the term mental health and factors that affect mental well-being.	1.1 Describe what is meant by the term mental health. 1.2 Describe three positive and three negative influences on a person's mental health. 1.3 Discuss the term resilience in relation to maintaining good mental health. 1.4 Describe early warning signs that may indicate a mental health difficulty.	
2. Understand reasons why people avoid seeking support to maintain their mental and emotional well-being.	2.1 Outline reasons why people do not access support for mental well-being. 2.2 Define the terms stigma and discrimination in relation to mental health. 2.3 Describe the possible effects of stigma and discrimination for people who are experiencing mental health difficulties.	
3. Describe resources and services that promote positive psychological and emotional well-being.	3.1 Describe two campaigns that support people to seek help for their mental health. 3.2 Identify how these campaigns aim to encourage people to seek support. 3.3 Describe three voluntary, three statutory and three private services that support positive psychological well-being.	
4. Describe steps that can be taken to address early warning signs of mental health difficulties.	4.1 Describe how the seeking of help early, when the warning signs of mental health difficulties occur, assists in addressing them. 4.2 Describe three lifestyle choices that may assist with promoting recovery and positive mental health.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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	The Human Body	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBD726	
Unit Reference No	K/615/2917	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the key functions and systems of the human body.		
Learning Outcomes		Assessment Criteria
1. Understand the main systems and functions of the organs of the human body.	1.1. Illustrate the structure and functions of the major organs comprising the following human body systems: a) Digestive system b) Respiratory system c) Circulatory system d) Renal system e) Reproductive system	
2. Know the anatomy and function of the human body.	2.1. Illustrate the structure, function and interdependence of the human skeletal and muscular systems. 2.2. Illustrate the main areas of the brain and their function.	
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
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	The Systems and Processes within the Human Body	
Level	Two	
Credit Value	5	
Guided Learning Hours (GLH)	40	
OCN NI Unit Code	CBD729	
Unit Reference No	T/615/2922	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the structure and function of individual human body systems.		
Learning Outcomes		Assessment Criteria
1. Understand cells and cellular processes.	1.1. Describe the structure and function of a typical animal / human body cell. 1.2. Describe the structure and function of a minimum of 4 different human cell types. 1.3. Describe the organisation of the human body. 1.4. Illustrate how cells obtain energy. 1.5. Describe the transport of materials in cells through diffusion and osmosis. 1.6. Describe the role of enzymes in the human body.	
2. Understand the circulatory system.	2.1. Describe the components and function of blood and the characteristics of three different types of blood vessels. 2.2. Illustrate the structure of and blood flow through the heart. 2.3. Describe one disease that may affect the heart.	
3. Understand the respiratory system.	3.1. Illustrate the structure of and air flow through the respiratory system. 3.2. Describe how gases are exchanged in the alveoli of the lungs. 3.3. Describe one disease that may affect the respiratory system.	
4. Understand the endocrine system.	4.1. Illustrate the structure of the endocrine system. 4.2. Describe the function of six main glands. 4.3. Describe one disease that may affect the endocrine system.	
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
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	Understanding Disease in the Human Body	
Level	Two	
Credit Value	6	
Guided Learning Hours (GLH)	48	
OCN NI Unit Code	CBD727	
Unit Reference No	T/615/2919	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the how disease affects the human body.		
Learning Outcomes	Assessment Criteria	
1. Understand Diabetes.	1.1 Describe what is Diabetes Mellitus. 1.2 Identify the key difference between Type 1 & Type 2 Diabetes. 1.3 Describe the risk factors for developing Diabetes. 1.4 Outline the signs and symptoms of diabetes. 1.5 Describe the long-term effects and complications of diabetes. 1.6 Describe how a person can be advised to manage their diabetes.	
2. Understand Coronary Artery Disease and Myocardial Infarction.	2.1 Describe how atheroma build up in the coronary arteries. 2.2 Describe how a myocardial infarction occurs. 2.3 Describe the signs and symptoms of a heart attack. 2.4 Describe the difference between a heart attack and a cardiac arrest. 2.5 Describe how a stent can be used to treat a myocardial infarction.	
3. Understand asthma.	3.1 Describe the changes which occur in the small airways as a result of asthma. 3.2 Describe the two main types of inhaler used to treat asthma. 3.3 Identify 8 asthma triggers and write short notes for each. 3.4 Describe the advice that would be given to a person diagnosed recently with asthma.	
4. Understand dementia.	4.1 Describe what is meant by dementia. 4.2 Describe the cause and how the brain is affected by the following types of dementia: a) Alzheimer's Disease b) Vascular Dementia c) Dementia with Lewy Bodies d) Fronto-temporal Dementia e) Korsakoff's Syndrome f) Creutzfeldt-Jakob Disease (CJD) 4.3 Describe types of memory impairment which are commonly experienced by individuals with dementia.	
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	Learner notes/written work Learner log/diary Peer notes

	<p>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</p>	<p>Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio E-tests</p>

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 qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. 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 External Verification 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 the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering 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 Award in Skills for Further Study
Qualification Number: 601/6251/X

OCN NI Level 2 Certificate in Skills for Further Study
Qualification Number: 601/6252/1

OCN NI Level 2 Extended Certificate in Skills for Further Study
Qualification Number: 601/6271/5

Operational start date: 01 June 2015
Operational end date: 31 May 2025
Certification end date: 31 May 2027

Operational start date: 01 June 2015
Operational end date: 31 May 2025
Certification end date: 30 May 2027

Operational start date: 01 June 2015
Operational end date: 31 May 2025
Certification end date: 31 May 2027

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