



Qualification Specification for:

OCN NI Level 1 Award in Foundation Skills in Working with Children

➤ **Qualification No: 601/8597/1**

Qualification Regulation Information

OCN NI Level 1 Award in Foundation Skills in Working with Children

Qualification Number: 601/8597/1

Operational start date: 01 April 2016

Operational end date: 31 December 2027

Certification end date: 31 December 2028

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 1 Award in Foundation skills in Working with Children**

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.ocni.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.

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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 Summary

The OCN NI Level 1 Award in Foundation Skills in Working with Children is designed to provide learners with the necessary basic skills and knowledge for working with children. It provides an introduction in a range of subjects in the early years and social care sector and relevant core skills such as teamwork and health and safety which will assist learners to advance towards more professional and technical qualifications in this area.

Sector Subject Area

1.5 Child development and well-being

Qualification Target Group

The qualification is targeted at individuals who have an interest in working with children and are considering a career in health and/or social care, including young people leaving school, the unemployed and people returning to work.

Entry Requirements

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

Progression

The OCN NI Level 1 Award in Foundation Skills in Working with Children qualification enables progression to the Level 1 Certificate in Foundation Skills in Working with Children and/or to more advanced professional and technical qualifications in this area.

Grading

Grading for these qualifications is pass/fail.

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 is available in English only at this time. If you wish to offer the 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.

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 at a higher level than the qualification
- have a minimum of one year's 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 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

Level 1 Award in Foundation Skills in Working with Children

Learners must achieve a total of 6 credits. 3 credits must be taken from the Core Skills group and 3 credits from the Early Years and Social Care group.

Total Qualification Time (TQT) for this qualification: 60 hours
 Guided Learning Hours (GLH) for this qualification: 54 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
<i>Core Skills</i>					
K/508/0946	CBD483	Employment Rights and Responsibilities	20	2	One
H/506/3014	CAZ863	Diversity within Society	30	3	One
R/506/5714	CBA153	Teamwork Skills in Practice	30	3	One
D/506/5716	CBA156	Exploring Employment Opportunities	30	3	One
H/506/5720	CBA160	Employment Legislation, Contracts and Pay	20	2	One
K/506/5721	CBA161	Health and Safety in Practice	10	1	One
T/506/5723	CBA163	Using Effective Communication Skills in the Workplace	30	3	One
Y/506/5794	CBA164	Using Problem Solving Skills in the Workplace	20	2	One
J/506/5659	CBA101	Understanding Food and Nutrition	30	3	One
M/506/5641	CBA109	Handling Food Safety	20	2	One
<i>Early Years and Social Care</i>					
Y/506/5889	CBA208	Developing Language and	30	3	One

		Communication Skills in Children			
Y/506/5861	CBA219	Making and Using Story Sacks	30	3	One
D/506/5859	CBA220	Using Craft Activities with Children and Young People	30	3	One
M/508/0950	CBD484	Develop Own Playwork Practice	30	3	One
T/508/0951	CBD485	Exploring Playwork Attitudes and Skills	30	3	One
A/508/0949	CBD486	Introduction to Playwork Principles	30	3	One
J/506/5838	CBA203	Health and Social Care Awareness	30	3	One
T/506/5849	CBA207	Child Development	30	3	One
M/506/5851	CBA209	Children's Social and Emotional Development	30	3	One
Y/506/5858	CBA210	Children's Social, Emotional and Growth Development	30	3	One
T/506/5852	CBA211	Developing Parenting Skills	30	3	One
F/506/5854	CBA212	Listening to Children	30	3	One
J/506/5855	CBA213	The Role of Play for Early Learning	30	3	One
L/506/5856	CBA214	The Role of Play in a Child's Development	30	3	One
K/506/5864	CBA216	Understand How to Care for Your Child	30	3	One
H/506/5863	CBA217	Understand How to Care for Young Children	30	3	One
D/506/5862	CBA218	Understand How to Care for your Baby	30	3	One
F/506/5840	CBA204	Person-Centred Support in Health, Social Care and Early Years Settings	20	2	One
D/506/5845	CBA205	The Role and Responsibilities of the Health and Social Care Worker	10	1	One

R/506/5857	CBA215	The Stages of Intellectual and Language Development of Children from Birth to Eight Years	30	3	One
M/506/5848	CBA206	Understanding Protection and Safeguarding in Health, Social Care and Early Years Settings	30	3	One

Unit Details

Title	Employment Rights and Responsibilities	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBD483	
Unit Reference No	K/508/0946	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to different types and purposes of employment rights and responsibilities.		
Learning Outcomes		Assessment Criteria
1. Recognise types and purposes of employment rights and responsibilities.	1.1. List a range of statutory and contractual employment rights. 1.2. Outline the responsibilities an employee has towards his or her employer.	
2. Recognise the purpose and need for a contract of employment.	2.1. List sections of a contract of employment. 2.2. State how employment contracts may be breached by an employer and employee and how these may be resolved	
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	Diversity within Society	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ863	
Unit Reference No	H/506/3014	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the term diversity, be aware of diverse groups and their contribution to society.		
Learning Outcomes		Assessment Criteria
1. Know what is meant by the term diversity.	1.1. Outline what is meant by the term diversity.	
2. Be aware of a range of diverse groups and practices.	2.1. Identify a range of diverse groups and their practices in relation to: a) religion b) beliefs c) cultural d) food & drink e) relationships f) clothes g) festivals. 2.2. Give a reason for at least one of the practices identified. 2.3. Identify similarities across a range of diverse groups.	
3. Understand the importance of respecting diversity.	3.1. Outline why it is important to respect diversity. 3.2. Give examples of a lack of tolerance of diverse groups within society.	
4. Recognise the contributions of diverse groups to society.	4.1. Give examples of contributions different diverse groups make to society. 4.2. Identify advantages of living in a diverse society.	
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	Teamwork Skills in Practice	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA153	
Unit Reference No	R/506/5714	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity.		
Learning Outcomes		Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Identify different roles and responsibilities within a team. 1.2. Identify own role and responsibilities within a team in a given situation.	
2. Be able to contribute to the setting of team and own goals.	2.1. Outline goals identified by the team and individually. 2.2. Carry out a team activity. 2.3. Demonstrate how to communicate appropriately within the team in a range of situations.	
3. Be aware of others' rights to communicate within a team.	3.1. Outline why it is important to allow others to express their view/responses without interruption.	
4. Recognise the importance of co-operation within a team.	4.1. Outline a range of situations when co-operation is necessary to achieve a team goal.	
5. Be able to review team performance.	5.1. Identify skills brought to a team activity by: a) self b) others. 5.2. Assess what was successful within the activity and what could be done differently.	
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	Exploring Employment Opportunities	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA156	
Unit Reference No	D/506/5716	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of different career options, identify a preferred career option and how to apply for job opportunities.		
Learning Outcomes		Assessment Criteria
1. Be aware of different career options and what is involved in job search.	1.1. List own career options using information sources. 1.2. Identify own skills and abilities appropriate to chosen career option.	
2. Be aware of different types of employment.	2.1. Identify the characteristics, including advantages and disadvantages of each of the following: a) employment b) self-employment c) unemployment d) voluntary work.	
3. Be able to complete a job application.	3.1. Complete a job application form legibly, providing information as required. 3.2. Check the form for accurate spelling and grammar.	
4. Be able to create curriculum vitae (CV).	4.1. Identify relevant personal details necessary to complete own CV. 4.2. Outline how an organisation uses CVs to select applicants for interview. 4.3. Complete own CV.	
5. Know how to conduct self at an interview.	5.1. Identify how to prepare for an interview to include the following: a) appropriate dress b) time of arrival c) possible questions d) appropriate body language. 5.2. Take part in an interview. 5.3. Review performance 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	Employment Legislation, Contracts and Pay	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA160	
Unit Reference No	H/506/5720	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand employment legislation and be aware of rights, contract and pay.		
Learning Outcomes		Assessment Criteria
1. Be aware of employment legislation.	1.1. Outline a range of policies that an organisation should have in place and their importance.	
2. Be aware of statutory and contractual employment rights.	2.1. Give an example of a statutory and contractual employment right. 2.2. Outline the importance of a contract of employment and essential information it should contain. 2.3. Give an example of how a contract of employment may be breached by the employer and employee and possible consequences of each.	
3. Understand payslip information.	3.1. List items on a payslip and their 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	Health and Safety in Practice	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBA161	
Unit Reference No	K/506/5721	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain knowledge of health and safety requirements, procedures and equipment in a practical environment.		
Learning Outcomes		Assessment Criteria
1. Know about health and safety requirements, procedures and equipment in a practical environment.	1.1. Outline aspects of key current Health and Safety requirements to include the following: a) Health and Safety at Work Act b) Control of Substances Hazardous to Health Regulations. 1.2. Outline the correct procedures for reporting accidents and potential hazards. 1.3. Identify the correct response to two emergency situations. 1.4. State the location of a range of emergency equipment.	
2. Be able to follow and manage safe working practices.	2.1. Identify the potential risks of a given situation. 2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in a range of situations. 2.3. Select and use appropriate equipment and/or techniques when carrying out a given task.	
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	Using Effective Communication Skills in the Workplace	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA163	
Unit Reference No	T/506/5723	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different forms of effective communication in the workplace and how to use it to deal with conflict situations.		
Learning Outcomes		Assessment Criteria
1. Understand different forms of effective communication in the workplace.	1.1. Outline different forms of effective communication procedures in own workplace.	
2. Understand the importance of communicating effectively with others in the workplace.	2.1. Outline the importance of communicating effectively with others in the workplace. 2.2. Outline the implications of poor communication with others in the workplace.	
3. Know how to use communication to support the work of others.	3.1. Outline the importance of clear communication with others in the workplace and appropriate methods to use.	
4. Understand how to deal with conflict in the workplace.	4.1. Identify own organisation's policy for managing conflict in the workplace and how communication aids this.	
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	Using Problem Solving Skills in the Workplace	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA164	
Unit Reference No	Y/506/5794	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise a range of problems in the workplace and how to identify appropriate solutions.		
Learning Outcomes		Assessment Criteria
1. Recognise a range of problems that may arise in the workplace.	1.1. Identify the main causes of problems that may arise in the workplace.	
2. Recognise solutions to workplace problems and review their effectiveness.	2.1. Identify a workplace 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. Review 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	Understanding Food and Nutrition	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA101	
Unit Reference No	J/506/5659	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of a balanced diet for Individuals.		
Learning Outcomes		Assessment Criteria
1. Know what constitutes a balanced diet for an individual.	1.1. Outline the main nutrients for a balanced diet. 1.2. List foods that contain the main nutrients and state their basic functions.	
2. Recognise food allergies and their effects on an individual.	2.1. Identify a range of common food allergies and their effects.	
3. Be able to prepare nutritious food.	3.1. Outline menus for people of different ages. 3.2. Prepare a range of nutritious meals using these menus.	
4. Be able to present food in a way that is attractive.	4.1. Outline a range of menus to include illustrations which show how colour, texture, taste and smell can contribute to presenting attractive food. 4.2. Prepare and present a range of meals.	
5. Understand that food restrictions affect the diets of religious and cultural groups.	5.1. Outline some of the food restrictions of different religious and cultural groups.	
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	Handling Food Safely	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA109	
Unit Reference No	M/506/5641	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use safe food handling techniques.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of handling food safely.	1.1. Identify hazards related to food safety and outline appropriate actions. 1.2. Outline how to maintain good practice when handling food. 1.3. Give examples of how to store and dispose of waste safely.	
2. Understand the need for good personal hygiene when handling food.	2.1. List ways to maintain personal hygiene including how and when to wash hands correctly. 2.2. Outline problems resulting from not maintaining personal hygiene when handling food.	
3. Know how to clean a food work area.	3.1. State why cleaning is important in keeping food safe. 3.2. Outline ways of keeping the food work area clean. 3.3. Select and demonstrate safe use of cleaning materials in a food work area.	
4. Recognise the importance of keeping food products safely.	4.1. Outline how to store different types of food correctly. 4.2. Outline why it is important to follow food storage instructions. 4.3. Give examples of how food should be handled and stored to avoid contamination.	
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	Developing Language and Communication Skills in Children	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA208	
Unit Reference No	Y/506/5889	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to develop language and communication skills in children.		
Learning Outcomes		Assessment Criteria
1. Recognise the key elements of language development and communication in children.	1.1. Outline the key elements of language and communication development in children.	
2. Understand the importance of language skills development in children.	2.1. Identify ways that language communication skills can be developed in children and why they are important.	
3. Understand the role of the child care worker in promoting language skills.	3.1. State the role of the child care worker in promoting language skills.	
4. Recognise the importance of children's needs in respect of language.	4.1. Identify the language needs of children and their importance in respect of culture, religion or special educational needs.	
5. Understand links between language and communication skills.	5.1. Identify links between language and communication skills.	
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	Making and Using Story Sacks	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA219	
Unit Reference No	Y/506/5861	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to make and use story sacks to support a child's development		
Learning Outcomes		Assessment Criteria
1. Understand the purpose and content of story sacks.	1.1. Outline the purpose of a story sack. 1.2. List the main components of a story sack. 1.3. Outline the opportunities for language development through using story sacks.	
2. Know how to produce a story sack.	2.1. Outline the main characteristics of a story. 2.2. Give examples of simple games and characters for inclusion in a story sack. 2.3. Produce a story sack.	
3. Be able to use a story sack effectively.	3.1. Read a story to a child incorporating characters and props. 3.2. Use simple questions to promote a child's prediction skills. 3.3. Use simple questions to check a child's understanding. 3.4. Outline the link between the illustrations and the written story. 3.5. Use a story sack to encourage a child to re-tell a story in the correct sequence.	
4. Know how to use a prompt card.	4.1. Use a prompt card to develop literacy skills.	
5. Be able to evaluate the use of a story sack.	5.1. Review own use of story sack identifying areas for improvement. 5.2. Outline how a child responded to the use of a story sack.	
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	Using Craft Activities with Children and Young People	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA220	
Unit Reference No	D/506/5859	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use craft activities with children and young people.		
Learning Outcomes		Assessment Criteria
1. Know how to use craft activities with children and young people.	1.1. Outline the benefits of using craft activities with children and young people. 1.2. Identify factors to be considered when choosing craft activities.	
2. Be aware of a range of craft techniques.	2.1. Identify a range of craft techniques for children and young people.	
3. Be able to plan and organise a craft activity.	3.1. Identify a suitable craft activity. 3.2. Outline how to prepare for and carry out the craft activity. 3.3. Review the appropriateness of the craft activity identifying areas for improvement.	
4. Understand safety considerations when carrying out craft activities.	4.1. Outline and demonstrate safety considerations when carrying out craft activities.	
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	Develop Own Playwork Practice	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD484	
Unit Reference No	M/508/0950	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know how to develop own playwork practice.		
Learning Outcomes		Assessment Criteria
1. Know how to develop own playwork practice.	1.1. List own strengths identifying areas of playwork practice that need further development. 1.2. List goals for own continuing development using a range of playwork resources. 1.3. State how team members and employer can assist in own skills and knowledge development. 1.4. Identify ways of continuing to review and improve own practice.	
2. Know how to work as part of a playwork team.	2.1. Outline why effective team work is important in an inclusive play environment. 2.2. State why it is important for a playworker to be clear about own role and responsibilities and the role of others. 2.3. Outline the importance of clear communication within a playwork team. 2.4. Outline a range of information a playworker should communicate to others in the team.	
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	Exploring Playwork Attitudes and Skills	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD485	
Unit Reference No	T/508/0951	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand attitudes required by playworkers and the range of playwork skills required.		
Learning Outcomes		Assessment Criteria
1. Understand attitudes required by playworkers towards children and young people.	1.1. Outline attitudes and values a playworker should have to support freely chosen play. 1.2. Demonstrate an approach and attitude that supports children and young people's freely chosen play.	
2. Recognise playwork skills in different play environments.	2.1. Outline features of different kinds of playwork provision. 2.2. List tasks undertaken by a playworker to ensure the environment is fit for play. 2.3. Outline the teamwork skills required for playwork practice.	
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	Introduction to Playwork Principles	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD486	
Unit Reference No	A/508/0949	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognize the nature and value of play and the role of the playworker.		
Learning Outcomes		Assessment Criteria
1. Recognise the nature and value of play.	1.1. Outline the need for children and young people to play. 1.2. State how play contributes to children and young people's development. 1.3. Outline how play is independently chosen and directed.	
2. Recognise the role of the playworker in supporting children and young people's play.	2.1. Outline the role of the playworker in supporting and facilitating play. 2.2. State the role of the playworker as an advocate for play. 2.3. Identify how the playworker can support children and young people to create a play space. 2.4. Identify the impact on the space for both the playworker and the children and young people.	
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	Health and Social Care Awareness	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA203	
Unit Reference No	J/506/5838	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain awareness of the duties, procedures and requirements of working within a health and social care setting.		
Learning Outcomes		Assessment Criteria
1. Be aware of duties, procedures and requirements relevant to working in a health and social care environment.	1.1. Identify a range of duties and procedures relevant to working in a health and social care environment. 1.2. Outline workplace requirements in relation to: a) personal presentation b) timekeeping and attendance c) conduct	
2. Know how to use equipment safely when working in a health and social care environment.	2.1. List a range of equipment used in health and social care settings and their purpose. 2.2. Demonstrate the safe use of a range equipment to carry out tasks. 2.3. Outline how to care for and store equipment correctly.	
3. Know health and safety procedures for working in a health and social care environment.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.	
4. Be able to communicate with others when working in a health and social care environment.	4.1. Outline how to maintain good working relationships in a health and social care environment. 4.2. Outline how to respond to complaints in accordance with organisational policies.	
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	Child Development	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA207	
Unit Reference No	T/506/5849	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand child development		
Learning Outcomes		Assessment Criteria
1. Understand the development of children from 0-1 year.	1.1. Outline the physical development of a baby 0-1 year. 1.2. Select a range of toys identifying how they may be used for a child of: a) 0-6 months b) 6-12 months.	
2. Understand the development of children from 1-3 years.	2.1. Select play materials that will encourage the following: a) walking b) talking c) social skills d) colour and shape identification e) creative skills	
3. Be aware of a range of childcare provision.	3.1. Identify and present information on a range of childcare provision including: a) nannies b) childminders c) nursery/playgroups d) after school clubs	
4. Understand the need to create a safe environment for children.	4.1. Identify a range of safety products for children 0-3 years. 4.2. Comment on how they contribute to developing a safe 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	Children's Social and Emotional Development	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA209	
Unit Reference No	M/506/5851	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand children's social and emotional development.		
Learning Outcomes		Assessment Criteria
1. Understand key elements of children's social and emotional development.	1.1. Outline the stages of children's social and emotional development.	
2. Understand children's social and emotional needs.	2.1. Outline with examples the social and emotional needs of young children. 2.2. Outline how social and emotional needs of young children may be met.	
3. Know how children acquire their behaviour patterns.	3.1. Give examples of how and why children learn to behave in particular ways.	
4. Understand how to encourage children to feel positive about themselves.	4.1. Identify methods to encourage children to feel positive about themselves and the associated benefits.	
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	Children's Social, Emotional and Growth Development	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA210	
Unit Reference No	Y/506/5858	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the social, emotional and growth development of children		
Learning Outcomes		Assessment Criteria
1. Understand key elements of growth and development from birth to adolescence.	1.1. Outline key elements of growth and development from birth to adolescence including: a) physical appearance b) physical abilities c) mental abilities d) ways of learning e) communication skills f) emotional needs	
2. Understand factors that affect growth and development.	2.1. Outline the factors that may affect growth and development.	
3. Recognise how different experiences affect emotional and/or social development.	3.1. Outline ways in which emotional and social needs may be affected by experience.	
4. Understand the main ways in which a child learns to communicate.	4.1. Outline ways in which a child learns to communicate. 4.2. Outline ways in which a child can be supported to develop effective communication skills.	
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	Developing Parenting Skills	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA211	
Unit Reference No	T/506/5852	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to the role and responsibilities of parenting.		
Learning Outcomes		Assessment Criteria
1. Understand the role of a parent.	1.1. Outline the key responsibilities of parenthood.	
2. Recognise the rights and needs of different family members.	2.1. Identify the individual rights and needs of: a) parent(s) b) children c) other family members 2.2. Identify own needs as a parent and outline a plan of action to meet those needs. 2.3. Outline why it is important to be honest with children.	
3. Understand the importance of listening to children.	3.1. Identify situations in which it is important to listen to children. 3.2. Outline ways to offer choices to children.	
4. Know about the major stages of a child's development.	4.1. Identify the major stages of a child's development. 4.2. Outline techniques that might be used to cope with children's behaviour in given situations.	
5. Know how children learn through daily activities.	5.1. Identify ways in which children learn through daily activities. 5.2. Outline ways in which parents support children in daily activities.	
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	Listening to Children	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA212	
Unit Reference No	F/506/5854	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand skills for listening to children		
Learning Outcomes		Assessment Criteria
1. Understand the value and benefits of listening to children.	1.1. Outline the value and benefits of listening to children.	
2. Understand the intention of listening.	2.1. Identify the purpose of listening with empathy and without expectation of a specific outcome. 2.2. Identify the possible negative effects of having his/her own 'agenda' when listening.	
3. Know how to listen to children.	3.1. Outline how to actively listen to children. 3.2. Give examples of how to acknowledge a child's feelings and needs.	
4. Know how to ask appropriate questions when listening to children.	4.1. Give examples of open and closed questions and when they should 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

Title	The Role of Play for Early Learning	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA213	
Unit Reference No	J/506/5855	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of play for early learning		
Learning Outcomes		Assessment Criteria
1. Understand the features of a positive learning environment.	1.1. Identify the features of a positive learning environment and how these may promote learning through play.	
2. Understand how play can help children's learning or development.	2.1. Outline the importance of play in a child's development. 2.2. Outline ways in which play may promote children's learning or development in the following areas: a) physical b) social c) emotional d) intellectual e) linguistic	
3. Understand how play activities may prevent stereotyping and discrimination.	3.1. Give an example of stereotyping in play. 3.2. Outline how the selection of materials, resources or activities may prevent stereotyping and discrimination.	
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	The Role of Play in a Child's Development	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA214	
Unit Reference No	L/506/5856	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how play impacts on child development.		
Learning Outcomes		Assessment Criteria
1. Understand the role of play in child development.	1.1. Outline the role of play in child development. 1.2. Give examples of the role of play activities in individual and group play settings which encourage child development.	
2. Understand the purpose of play activities for children.	2.1. Outline with examples the purpose of play activities for different stages of child development.	
3. Understand the importance of planning for play activities.	3.1. State the importance of planning for play activities which are all inclusive. 3.2. Identify materials required for a range of play activities.	
4. Know how stereotyping can affect children's participation in activities.	4.1. List different stereotypes. 4.2. Give examples of activities which can result in stereotypical play. 4.3. State how these activities may affect children's participation.	
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	Understand How to Care for Your Child
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA216
Unit Reference No	K/506/5864
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to care for your child	

Learning Outcomes	Assessment Criteria
1. Understand childhood behaviour problems.	1.1. Outline childhood behavioural problems which may arise at different stages of growth and how they may be addressed.
2. Understand the importance of play in child development.	2.1. Identify a range of play activities suitable for children at each stage of development. 2.2. Outline the importance of play to childhood development.
3. Understand the nature of children's social and emotional development.	3.1. Outline with examples social and emotional aspects of child development.
4. Understand the importance of safety and hygiene in childcare.	4.1. List common sources of accidents to children and how they may be prevented: a) within the home b) outside the home 4.2. Identify hygiene measures necessary to prevent the spread of infection.
5. Understand children's physical development up to 11 years.	5.1. Outline the important aspects of a child's physical development up to 11 years.
6. Understand the nutritional needs of children.	6.1. Outline a balanced diet for a specific child. 6.2. List ideas for healthy eating on a limited budget.

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	Understand How to Care for Young Children	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA217	
Unit Reference No	H/506/5863	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to care for young children		
Learning Outcomes		Assessment Criteria
1. Know how to wash and bathe babies and children.	1.1. Outline the importance of maintaining hygiene for young children. 1.2. Demonstrate how to bathe a baby. 1.3. Identify products available for personal care of children.	
2. Be able to feed young children and babies.	2.1. Outline the importance of sterilising feeding equipment for babies. 2.2. Demonstrate the method of sterilising feeding equipment and preparing a bottle feed. 2.3. Use appropriate hygiene and safety procedures when feeding young children.	
3. Be able to dress children appropriately.	3.1. Identify suitable clothing for children of different ages and for different seasons. 3.2. Outline how to care for children's clothes.	
4. Know how to respond to a baby/child's need for sleep and rest.	4.1. Outline when a child/baby requires sleep. 4.2. Outline the correct method for putting a child/baby to bed. 4.3. Compile information on equipment available for aiding rest and sleep.	
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	Understand How to Care for your Baby	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA218	
Unit Reference No	D/506/5862	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to care for your baby		
Learning Outcomes		Assessment Criteria
1. Be able to identify the needs of a baby.	1.1. Identify the physical and emotional needs of a baby. 1.2. Outline a typical routine for a new-born baby. 1.3. Outline the essential items required for a new-born baby and why they are needed. 1.4. Select foods for: a) new-born baby b) 4-6-month-old baby c) 6-9-month-old baby d) 9-12-month-old baby	
2. Know the need for developmental and health checks.	2.1. Outline where parents can receive help and advice on their child's developmental and health care needs in their own geographical area. 2.2. Outline which regular health checks should be carried out on children up to one year and their importance.	
3. Understand the importance of immunisation.	3.1. Identify diseases which could impact on the health of a child. 3.2. Outline the importance of immunisation and where to access 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	Person-Centred Support in Health, Social Care and Early Years Settings	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA204	
Unit Reference No	F/506/5840	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand a person-centred support in Health, Social Care and Early Years settings.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by person-centred support in health, social care and early years' settings.	1.1. Define what is meant by person-centred support and why it is important to consider an individual's needs and wants. 1.2. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.	
2. Know the importance of person-centred support to individuals in health, social care and early years.	2.1. Outline the benefits to an individual of person-centred support. 2.2. Give examples of how individuals can be in control of their care needs. 2.3. Outline how assessing risk can assist person-centred support.	
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	The Role and Responsibilities of the Health and Social Care Worker	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBA205	
Unit Reference No	D/506/5845	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role and responsibilities of the health and social care worker		
Learning Outcomes		Assessment Criteria
1. Recognise the role of the health and social care worker.	1.1. Outline the role of a health and social care worker including duty of care. 1.2. Outline how to provide person-centred support when supporting individuals in day-to-day activities.	
2. Recognise the responsibilities of the health and social care worker.	2.1. Identify main responsibilities of a health and social care worker. 2.2. Outline the responsibilities and boundaries of the relationship between care workers and individuals. 2.3. Outline individuals and organisations that care workers may work in partnership with. 2.4. Outline the need to report any suspicions about abuse or neglect.	
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	The Stages of Intellectual and Language Development of Children from Birth to Eight Years	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA215	
Unit Reference No	R/506/5857	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the intellectual and language development of children from birth to eight.		
Learning Outcomes		Assessment Criteria
1. Understand the stages of intellectual and language development in children.	1.1. Identify the key stages of intellectual and language development in children from birth to eight years. 1.2. Give examples of intellectual and language development of children at different stages from birth to eight years.	
2. Understand why it is important to communicate with young children.	2.1. Outline ways of communicating with children and why it is important to their development.	
3. Understand factors which affect intellectual and language development in children.	3.1. Identify factors which may affect language and intellectual development in children.	
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	Understanding Protection and Safeguarding in Health, Social Care and Early Years Settings	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA206	
Unit Reference No	M/506/5848	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand protection and safeguarding in health, social care and early years' settings.		
Learning Outcomes		Assessment Criteria
1. Understand protection and safeguarding in health, social care and early years' settings.	1.1. Define what is meant by the following terms in a health, social care and/or early years setting: a) protection of vulnerable adults b) safeguarding children c) harm, abuse and neglect. 1.2. Identify indicators of harm, abuse and neglect and appropriate actions to be taken. 1.3. Outline the boundaries of confidentiality and when it is appropriate to share information. 1.4. Identify individuals and organisations responsible for protecting vulnerable adults and safeguarding children. 1.5. Identify sources of support and information in relation to protection and safeguarding.	
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

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 1 Award in Foundation Skills in Working with Children
Qualification Number: 601/8597/1

Operational start date: 1 April 2016
Operational end date: 31 December 2027
Certification end date: 31 December 2028

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