



## Qualification Specification for:

- **OCN NI Level 2 Award in Construction**  
Qualification No: 603/2630/X
- **OCN NI Level 2 Certificate in Construction**  
Qualification No: 603/2632/3
- **OCN NI Level 2 Extended Certificate in Construction**  
Qualification No: 603/2633/5
- **OCN NI Level 2 Diploma in Construction**  
Qualification No: 603/2634/7

## Qualification Regulation Information

OCN NI Level 2 Award in Construction: 603/2630/X

Operational start date: 01 December 2017  
Operational end date: 30 November 2027  
Certification end date: 30 November 2029

OCN NI Level 2 Certificate in Construction: 603/2632/3

Operational start date: 01 December 2017  
Operational end date: 30 November 2027  
Certification end date: 30 November 2029

OCN NI Level 2 Extended Certificate in Construction: 603/2633/5

Operational start date: 01 December 2017  
Operational end date: 30 November 2027  
Certification end date: 30 November 2029

OCN NI Level 2 Diploma in Construction: 603/2634/7

Operational start date: 01 December 2017  
Operational end date: 30 November 2027  
Certification end date: 30 November 2029

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

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

- **OCN NI Level 2 Award in Construction**
- **OCN NI Level 2 Certificate in Construction**
- **OCN NI Level 2 Extended Certificate in Construction**
- **OCN NI Level 2 Diploma in Construction**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- 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](http://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

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### OCN NI

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

### The Regulated Qualifications Framework: an overview

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

#### Qualification Level

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

#### Qualification Size

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

## Qualification Features

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### Sector Subject Area

5.2 Building and Construction

### Qualifications' Aim

The OCN NI Level 2 qualifications in Construction have been designed to provide an introduction to the construction industry. Learners will develop the skills and knowledge required for working within this industry including the importance of health and safety.

### Qualifications' Objectives

The objectives of the qualifications are to enable learners to:

- develop skills and knowledge applicable across a range of construction related activities
- understand the importance of health and safety in the construction industry
- prepare for entry into employment in the construction industry
- develop other skills to support career progression within the construction industry, such as interview skills, teamwork and ICT

The qualifications relate to the National Occupational Standards for Construction.

<http://www.citb.co.uk/qualifications-standards/national-occupational-standards/national-occupational-standards-suites/>

### Grading

Grading for these qualifications is pass/fail.

### Qualification Target Group

The qualifications are targeted at learners who wish to develop their understanding of the construction industry and related activities.

### Progression Opportunities

The OCN NI qualifications in Construction will allow learners to progress to:

- other level 2 vocational qualifications
- level 3 qualifications in construction
- employment within the construction industry and related roles

## Entry Requirements

There are no formal entry requirements though it is expected that learners will receive appropriate advice and guidance regarding the level and suitability of the qualification and must be at least 14 years old on completion of the qualification.

## Ensuring Health and Safety of Learners

The health, safety and security of learners are paramount, particularly for learners under the age of 16. Every effort must be made by the centre and those involved in the delivery to ensure that learners operate in a safe and secure environment where risk of injury is minimum. Particular attention should be given to:

- ensuring learners are briefed about health, safety and security procedures including how to identify hazards and report accidents/injuries/dangerous occurrences
- ensuring learners understand the key legislative and best practice aspects of the construction industry
- ensuring necessary risk assessments are carried out
- ensuring appropriate levels of supervision are agreed and implemented prior to delivery
- adhering to child protection regulations
- clear accident reporting procedures being in place
- machinery, tools and/or equipment to ensure they are in safe working order and learners are given proper instruction, training, protective clothing and supervision
- appropriate insurance arrangements being in place

## 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 the 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

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### 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.

**Please note this qualification is not available for delivery in a school based environment due to the nature of the unit content.**

### Centre Staffing

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

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

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

### Tutors

Tutors delivering the qualifications should be occupationally competent at a higher level than the qualification and have a minimum of one year's relevant experience in the construction and/or related sectors.

### 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
- have a sound understanding of the current National Occupational Standards (NOS)
- assess all assessment tasks and activities

### Internal Verification

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



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

***Internal Verifiers must:***

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

Internal verifiers are required to:

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

## **Structure and Content**

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### **OCN NI Level 2 Award in Construction**

Learners must successfully complete 6 credits. These must only be taken from the Construction units.

Total Qualification Time (TQT) for this qualification: 60

Guided Learning Hours (GLH) for this qualification: 48

### **OCN NI Level 2 Certificate in Construction**

Learners must successfully complete 15 credits. A minimum of 12 credits must be taken from the Construction units and a maximum of 3 credits may be taken from the Employability within Construction units.

Total Qualification Time (TQT) for this qualification: 150

Guided Learning Hours (GLH) for this qualification: 120

### **OCN NI Level 2 Extended Certificate in Construction**

Learners must successfully complete 30 credits. A minimum of 21 credits must be taken from the Construction units and a maximum of 9 credits may be taken from the Employability within Construction units.

Total Qualification Time (TQT) for this qualification: 300

Guided Learning Hours (GLH) for this qualification: 240

### **OCN NI Level 2 Diploma in Construction**

Learners must successfully complete 60 credits. A minimum of 48 credits must be taken from the Construction units and a maximum of 12 credits may be taken from the Employability within Construction units.

Total Qualification Time (TQT) for this qualification: 600

Guided Learning Hours (GLH) for this qualification: 480

The Qualifications consist of the following units:

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
<b>Construction Units</b>					
<a href="#">F/616/6953</a>	CBE002	Health and Safety in a Construction Environment	30	3	Two
<a href="#">J/616/6954</a>	CBE003	Brickwork Bonding Skills	30	3	Two
<a href="#">L/616/6955</a>	CBE004	Building Brick and Block Walls Skills	30	3	Two
<a href="#">R/616/6956</a>	CBE005	Carpentry and Joinery Skills	30	3	Two
<a href="#">Y/616/6957</a>	CBE006	Construction Technologies	30	3	Two
<a href="#">D/616/6958</a>	CBE007	Domestic Plumbing Systems	30	3	Two
<a href="#">H/616/6959</a>	CBE008	Produce Construction Plans and Elevations	30	3	Two
<a href="#">Y/616/6960</a>	CBE009	Electrical Installation Operations	60	6	Two
<a href="#">H/616/6962</a>	CBE010	Floor and Wall Tiling Skills	30	3	Two
<a href="#">K/616/6963</a>	CBE011	Measuring and Scaling for Building Surveys	30	3	Two
<a href="#">M/616/6964</a>	CBE012	Painting and Decorating	30	3	Two
<a href="#">T/616/6965</a>	CBE013	Plumbing Practices	30	3	Two
<a href="#">A/616/6966</a>	CBE014	Sustainability and Environmental Awareness in Construction	30	3	Two
<a href="#">F/616/6967</a>	CBE015	Understanding the Construction Industry	30	3	Two
<a href="#">J/616/6968</a>	CBE016	Using Site and Brief Analysis	30	3	Two
<a href="#">L/616/6969</a>	CBE017	Wallpapering Skills	30	3	Two
<a href="#">F/616/6970</a>	CBE018	Produce Woodwork Joints	30	3	Two

<b><i>Employability within Construction Units</i></b>					
<a href="#"><u>J/616/6971</u></a>	CBE019	Applying for Employment	20	2	Two
<a href="#"><u>L/616/6972</u></a>	CBE020	Job Interview Skills	10	1	Two
<a href="#"><u>R/616/6973</u></a>	CBE021	Teamworking Skills	30	3	Two
<a href="#"><u>Y/616/6974</u></a>	CBE022	Word Processing Skills	30	3	Two
<a href="#"><u>D/616/6975</u></a>	CBE023	Working with Spreadsheets	30	3	Two

## Unit Details

### Construction Units

Title	Health and Safety in a Construction Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE002	
Unit Reference No	F/616/6953	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to work safety in a construction environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know the importance of health and safety in construction.	1.1. Describe key methods used to ensure good standards of health and safety in construction. 1.2. Describe the procedures for reporting accidents and potential hazards in a construction environment. 1.3. Identify the roles and responsibilities of personnel relevant to health and safety in a construction environment.	
2. Know about legislation relating to health and safety in a construction environment.	2.1. Describe key legislation relating to health and safety in a construction environment.	
3. Be able to carry out risk assessments in a construction environment.	3.1. Describe at least five common hazards or risks associated with a construction site. 3.2. Perform a five-step risk assessment in a construction environment that includes: a) hazard identification b) deciding who may be harmed and how c) assessing risks and taking appropriate action d) recording findings e) reviewing the risk assessment	
4. Know how control measures are used to reduce risk in a construction environment.	4.1. Describe how control measures are used to reduce risk in a construction environment.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise	Record of observation Learner notes/written work Learner log

	and apply skills and knowledge	
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Brickwork Bonding Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE003	
Unit Reference No	J/616/6954	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to apply brickwork bonding to construct brick walls.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand the principles and purpose of bonding.	1.1. Describe the purpose and rules of bonding. 1.2. Describe types of bond and where and how they would be used.	
2. Know how to prepare for brick wall construction using bonding.	2.1. Identify and select appropriate tools and equipment to be used. 2.2. Describe safety requirements for the job. 2.3. Describe how to set out the work area appropriately.	
3. Be able to use skills and techniques in constructing brick walls using bonding.	3.1. Construct the following using the appropriate skills and techniques: a) construct a one brick thick wall in English Bond b) construct a one brick thick wall in Flemish Bond c) a right-angle quoin in English Bond d) a straight wall with one quoin and one stopped end in Flemish Bond. 3.2. Build brick on edge (B.O.E) coping to a solid one brick wall. 3.3. Use tools and techniques safely.	
4. Be able to leave work area clean and tidy.	4.1. Clean and store tools appropriately. 4.2. Leave the work area clean and free from debris, disposing of waste appropriately.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log



Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Building Brick and Block Walls Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE004	
Unit Reference No	L/616/6955	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to carry out building work.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to prepare for building work.	1.1. Prepare for building work according to a given specification to include: a) calculating amount and types of material b) tools, equipment and materials required c) appropriate work area	
2. Be able to carry out building work.	2.1. Carry out building work according to a given specification to include: a) building stretcher bond walls b) constructing a pier and associated dwarf wall c) tooled jointing of brickwork 2.2. Use tools and materials safely.	
3. Be able to leave work area clean and tidy.	3.1. Dispose of waste materials safely. 3.2. Clean and store tools and equipment appropriately. 3.3. Leave the work area clean and tidy.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Carpentry and Joinery Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE005	
Unit Reference No	R/616/6956	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use tools and materials to perform carpentry and joinery safely.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know hand tools and materials commonly used to perform carpentry and joinery tasks.	1.1. Describe hand tools and materials used to perform carpentry and joinery tasks. 1.2. Select appropriate hand tools and materials required to perform given carpentry and joinery tasks.	
2. Understand the health and safety issues associated with carpentry and joinery tasks.	2.1. Describe safe working practices used to perform carpentry and joinery tasks. 2.2. Select appropriate Personal Protective Equipment (PPE) required for carpentry and joinery tasks. 2.3. Describe the safe working practices to be used in given carpentry and joinery tasks.	
3. Be able to apply safe working practices to mark out and form joints for a timber frame to a given specification.	3.1. Produce setting out rods and use them to mark out timber. 3.2. Set out and cut joints in timber. 3.3. Use at least three types of joints to produce timber frames to a given specification.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Construction Technologies	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE006	
Unit Reference No	Y/616/6957	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand differing construction technologies.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Know about low rise construction.	1.1. Describe the different forms of low rise construction commonly used in domestic and commercial buildings. 1.2. Compare modern methods of construction with traditional methods.	
2. Understand the processes involved in the construction of substructure.	2.1. Describe how to determine foundation design. 2.2. Describe the types of foundations used in construction.	
3. Understand the processes involved in the construction of superstructure.	3.1. Describe the processes and materials involved in the construction of the superstructure.	
4. Understand how to install building services in low rise buildings.	4.1. Describe the different service arrangements and their installation in low rise buildings.	
5. Know the types of building finishes that are used in low rise buildings.	5.1. Describe the use of different types of building finishes in low rise buildings.	
6. Understand the significance of the infrastructure in supporting the construction process.	6.1. Describe the effects of the local transport network, building services, and supply of plant and materials in supporting a given project.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Domestic Plumbing Systems	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE007	
Unit Reference No	D/616/6958	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand domestic plumbing systems.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the distribution of water to and around domestic properties.	1.1. Summarise the role of local water authorities. 1.2. Illustrate the layout of basic direct and indirect plumbing systems.	
2. Understand the layout and design of domestic drainage systems.	2.1. Describe the major differences between drainage soakaways, septic tanks and local authority drainage systems.	
3. Be able to plan the positioning of plumbing hardware in a domestic property.	3.1. Produce a plan for a domestic plumbing system stating reasons for positioning of plumbing items to include: a) taps b) stop taps c) service valves d) gate valves e) ball valves f) siphons	
4. Be able to select appropriate pipework, storage and insulation systems for domestic property.	4.1. Select, stating reason for choice, pipework, storage tank and insulation systems for a given design.	
5. Understand the main types of domestic hot water systems.	5.1. Compare direct and indirect hot water systems. 5.2. Compare oil, gas and solid fuel hot water systems.	
6. Understand how to install major domestic appliances and facilities.	6.1. Describe the typical location and methods of installation of: a) garden tap b) washing machine c) dishwasher d) water heater e) bathroom suite f) shower unit	
7. Understand common domestic central heating options.	7.1. Compare oil, gas and solid fuel central heating systems and their associated common problems.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Produce Construction Plans and Elevations	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE008	
Unit Reference No	H/616/6959	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to produce construction plans and elevations to scale in line with industry standards.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Be able to draw interior design plans to scale.	1.1. Develop at least three accurate scale plans using appropriate line weighting and annotation. 1.2. Select suitable scale appropriate to the complexity of the design.	
2. Be able to lay out technical drawings.	2.1. Produce at least three accurate final technical drawing work using recognised drawing conventions.	
3. Understand drawing symbols.	3.1. Describe and use symbols appropriate to final technical drawing work.	
4. Be able to draw elevations to scale.	4.1. Develop at least three accurate elevations using appropriate line weighting and annotation. 4.2. Select suitable scale appropriate to the complexity of the design.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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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	Electrical Installation Operations
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBE009
Unit Reference No	Y/616/6960
<i>Unit purpose and aim(s):</i> This unit will enable the learner to perform basic electrical installation operations.	
Learning Outcomes	Assessment Criteria
1. Know basic electrical and electronic circuit theory.	1.1 Define the basic units of measurement associated with electrical and electronic circuits including: <ol style="list-style-type: none"> <li>Voltage</li> <li>Current</li> <li>Resistance</li> </ol> 1.2 Identify at least five electrical and electronic components using industry classifications of components.           1.3 Define what is meant by the following: <ol style="list-style-type: none"> <li>alternating current</li> <li>direct current</li> <li>conductors</li> <li>insulators</li> <li>electromotive force</li> <li>electrostatic discharge</li> <li>earthing</li> </ol>
2. Perform electrical circuit calculations.	2.1 Identify the elements within at least three electrical circuits.           2.2 Perform at least two basic calculations for each of the following types of electrical circuits: <ol style="list-style-type: none"> <li>series</li> <li>parallel</li> </ol>
3. Understand the health and safety issues associated with performing electrical installation operations.	3.1 Describe the key health and safety legislation that applies to electrical installations.           3.2 Describe the safety requirements for performing electrical operations.
4. Know the resources required to carry out electrical installation tasks.	4.1. Describe the hand tools, materials and Personal Protective Equipment (PPE) required to carry out at least five different electrical installation tasks.           4.2. Describe access equipment for undertaking electrical installations.
5. Be able to apply safe working practices to electrical installations.	5.1 Work safely to produce at least two simple electrical lighting and power circuits to current industrial standards.           5.2 Perform measurements on at least three electrical circuits using appropriate measuring equipment.           5.3 Demonstrate the safe performance of electrical installations to current industrial standards.
Assessment Guidance	
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.	



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

Title	Floor and Wall Tiling Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE010
Unit Reference No	H/616/6962
<i>Unit purpose and aim(s):</i> This unit will enable the learner to tile floors and walls safely.	
Learning Outcomes	Assessment Criteria
1. Recognise tools, equipment and materials used in floor and wall tiling.	1.1. Identify and describe the purpose of basic tiling tools and equipment including: a) tile cutter b) scribe c) tile saw 1.2 Describe different types of adhesive and tiles.
2. Understand health and safety requirements associated with wall and floor tiling.	2.1. Describe Personal Protective Equipment (PPE) used when performing wall and floor tiling. 2.2. Describe safe working practices to be employed when performing wall and floor tiling.
3. Recognise background surfaces.	3.1. Describe surfaces to which tiles are commonly fixed and characteristics of each.
4. Be able to plan and prepare for a tiling project.	4.1. Check straight edges are plumb including windows, doors and base units. 4.2. Use a simple gauge rod to ensure even distribution of the tiles and minimise cutting. 4.3. Clean and prepare surface. 4.4. Position tools, equipment and material as directed.
5. Be able to apply setting out and fixing techniques.	5.1. Identify and use a basic setting out procedure. 5.2. Evenly spread tile adhesive over a given area. 5.3. Position and fix tiles, ensuring that they are straight, level and in adequate contact with the adhesive. 5.4. Use tile spacers to ensure an even gap between tiles. 5.5. Clean excess adhesive from tile surface.
6. Be able to use tile cutting techniques.	6.1. Cut tiles into internal corners, to ensure neat finish. 6.2. Select and use appropriate tools to cut round fixed obstacles.
7. Be able to use grouting techniques.	7.1. Mix the grout according to instructions. 7.2. Apply grout to tiles, ensuring the joints are filled and remove any surplus. 7.3. Compact the joints and clean off any surplus. 7.4. Clean down the tiled area.
8. Be able to calculate quantity and prices for small scale jobs in wall tiling work.	8.1. Calculate the quantity of materials required for at least three small scale jobs. 8.2. Estimate the cost of carrying out at least three small scale jobs.

<p>9. Be able to carry out work in a safe and efficient manner.</p>	<p>9.1. Perform work task/s in a safe and efficient manner including:</p> <ul style="list-style-type: none"> <li>a) identifying potential risks and hazards</li> <li>b) being aware of impact of own actions of self and others</li> <li>c) using, cleaning, and storing tools</li> <li>d) keeping own work area clean and tidy</li> <li>e) demonstrating adherence to instructions and approved procedures and practices</li> </ul>
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#### Assessment Guidance

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

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

Title	Measuring and Scaling for Building Surveys	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE011	
Unit Reference No	K/616/6963	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to measure and scale for building surveys.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to translate architectural elements onto paper at an appropriate scale.	1.1. Measure accurately the size, shape and proportions of at least one physical space. 1.2. Translate these dimensions and their relationships accurately using a scaling process. 1.3. Illustrate how these elements relate to the size and the shape of the human body.	
2. Be able to use the correct architectural drawing conventions for representing building plans, sections and elevations to scale.	2.1. Use a T-square, adjustable set square and scale ruler to draw accurately and neatly. 2.2. Represent form and space at different scales using standard conventions.	
3. Understand the role of the survey, accurate measurement and initial scale drawing in the design process.	3.1. Summarise the importance of accurate measurement in surveying. 3.2. Describe the role of the survey and initial scale drawing in the design process.	
4. Be aware of the effects of architectural drawing conventions on the representation of the different qualities of material form and space.	4.1. Describe the effects of architectural drawing conventions on the representation of the different qualities of material form and space.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
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Title	Painting and Decorating
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE012
Unit Reference No	M/616/6964
<i>Unit purpose and aim(s):</i> This unit will enable the learner to undertake the painting of ceilings and walls safely and effectively.	
Learning Outcomes	Assessment Criteria
1. Be able to prepare and maintain work area for painting and decorating.	1.1. Describe how to assess a site including actions required to prepare an area for painting. 1.2. Apply dust sheets appropriately. 1.3. Maintain a clean, safe and tidy working area.
2. Use and maintain painting tools and equipment appropriately.	2.1. Identify and use painting tools for specified tasks. 2.2. Demonstrate safe use of portable access equipment. 2.3. Clean, check and store tools and equipment and report any defects to supervisor.
3. Understand safe working practices when painting and decorating.	3.1. Identify the personal protective equipment (PPE) and safe working practices used to perform painting and decorating. 3.2. Describe the selection of PPE and safe working practices used to perform painting and decorating. 3.3. Demonstrate safe working practices including: a) use of materials and equipment b) use of low level access equipment
4. Be able to prepare surfaces for painting.	4.1. Assess surface condition and identify appropriate action. 4.2. Demonstrate the preparation of one of the following using hand and power tools: a) wooden surfaces b) plastered surfaces c) rendered or brick surfaces d) metal surfaces
5. Be able to paint an area.	5.1. Select and apply paint to surface/area in accordance with manufacturer's instructions. 5.2. Demonstrate the application of paint to give an appropriate finish including: a) free from runs b) avoiding over painting c) no obvious misses
6. Be able to calculate quantity and prices for small scale painting jobs.	6.1. Calculate the quantity of materials required for at least three small scale jobs. 6.2. Estimate the cost of carrying out at least three small scale jobs.
7. Be able to maintain work area and equipment.	7.1. Clean tools, equipment and work area as required.
<b>Assessment Guidance</b>	

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

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	Plumbing Practices	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE013	
Unit Reference No	T/616/6965	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to apply basic plumbing practices.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to apply basic plumbing installation techniques.	1.1. Apply basic plumbing installation techniques to industry standard to include: a) common cutting using appropriate tools b) mechanical and non-mechanical jointing c) spring and machine bending d) fixing to brick, plasterboard, wood and metal surfaces.	
2. Be able to carry out basic plumbing maintenance.	2.1. Use appropriate tools to carry out procedures for the safe isolation of at least three different plumbing systems. 2.2. Carry out maintenance on at least three different non-complex system components.	
3. Be able to carry out work in a safe and efficient manner.	3.1. Perform work task/s in a safe and efficient manner including: a) identifying potential risks and hazards b) being aware of impact of own actions of self and others c) using, cleaning, and storing tools d) keeping own work area clean and tidy e) demonstrating adherence to instructions and approved procedures and practices	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log



Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Sustainability and Environmental Awareness in Construction	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE014	
Unit Reference No	A/616/6966	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles and reasons for sustainable and environmentally aware construction practices.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand environmental awareness and sustainability in construction.	1.1. Describe the importance of environmental awareness and sustainability in construction. 1.2. Assess the impact environmental issues have on construction methods and activities.	
2. Understand how sustainable practices are applied within construction.	2.1. Classify building materials into recyclable and reusable materials. 2.2. Describe methods of reducing waste material in construction.	
3. Understand how renewable technologies and energy conservation are applied to construction.	3.1. Compare renewable technologies used in buildings. 3.2. Describe methods used in construction to conserve energy in buildings.	
4. Understand how construction waste is disposed.	4.1. Describe the importance of disposing of construction waste in an environmentally friendly way. 4.2. Assess the potential hazards of incorrectly disposing of construction waste.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Construction Industry	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE015	
Unit Reference No	F/616/6967	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the work undertaken, sustainability issues and careers associated with the construction industry.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know about the work undertaken by the construction industry.	1.1. Describe the different areas of and types of work undertaken within the construction industry. 1.2. Describe how work is commissioned and paid for in the construction industry. 1.3. Identify the factors that influence the work undertaken in the construction industry. 1.4. Illustrate the various stages of construction work.	
2. Understand sustainability issues in the construction industry.	2.1. Describe how planning, land-use and conservation impact on the construction industry. 2.2. Describe the impact of environmental issues on the construction industry including: a) pollution and hazardous substances b) resources c) waste and recycling	
3. Know about careers in the construction industry.	3.1. Identify career paths in the construction industry. 3.2. Describe how employment within the construction industry is affected by the following factors, including: a) environmental considerations b) technological changes c) legislative changes d) economic environment 3.3. Identify the qualifications needed to support progression in the construction industry.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to	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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Using Site and Brief Analysis	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE016	
Unit Reference No	J/616/6968	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to interpret and use site and brief analysis.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to use drawings and writing to describe a site and brief context.	1.1. Describe aspects of site characteristics using at least three of the following: <ul style="list-style-type: none"> <li>a) maps</li> <li>b) sketch plans</li> <li>c) photographs</li> <li>d) diagrams</li> <li>e) annotated drawings</li> </ul> 1.2. Describe a given project's programmatic requirements as to brief, client identity and predicted activities in both written and graphic form.           1.3. Describe the impact of the following on the construction process: <ul style="list-style-type: none"> <li>a) climate</li> <li>b) orientation</li> <li>c) topography</li> <li>d) local spatial</li> <li>e) physical qualities</li> </ul>	
2. Be able to examine the design parameters and problems given by site and brief.	2.1. Use site and brief study to provide information for potential design interventions.           2.2. Use drawings to communicate design parameters and problems graphically.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

	knowledge gained throughout the course	
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Wallpapering Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE017	
Unit Reference No	L/616/6969	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to apply wallpaper effectively.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Be able to select equipment and materials for wallpapering.	1.1. Select relevant tools and materials for wallpapering.	
2. Be able to plan and prepare for a wallpapering task.	2.1. Describe obvious defects in the surface to be papered. 2.2. Estimate the number of complete drops needed to cover the surface area. 2.3. Demonstrate the setting up of a workstation in an appropriate position. 2.4. Mix adhesive according to paper type and the manufacturer's instructions. 2.5. Mark a plumb line from a suitable starting point.	
3. Be able to apply wallpaper.	3.1. Demonstrate how to apply adhesive to the paper. 3.2. Demonstrate how to fold paper before use. 3.3. Demonstrate use of plumb line to assist with wallpapering. 3.4. Demonstrate how to wallpaper without having creases and bubbles. 3.5. Ensure internal and external angles are correctly finished. 3.6. Demonstrate how to cut and apply the paper around at least three different types of fixtures and fittings. 3.7. Demonstrate how to trim excess paper and remove any excess paste.	
4. Be able to carry out work in a safe and efficient manner.	4.1. Perform work task/s in a safe and efficient manner including: a) identifying potential risks and hazards b) being aware of impact of own actions of self and others c) using, cleaning, and storing tools d) keeping own work area clean and tidy e) demonstrating adherence to instructions and approved procedures and practices	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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



Title	Produce Woodwork Joints	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE018	
Unit Reference No	F/616/6970	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and produce common joints in construction.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand common joints in construction.	1.1. Describe why and how at least one joint is used for the following applications: a) carcass construction b) drawer construction c) door construction d) window construction	
2. Be able to make different types of joints.	2.1. Make at least three specified joints for given applications. 2.2. For at least four differing applications select and demonstrate the construction of appropriate joints giving reasons for choice.	
3. Be able to carry out work in a safe and efficient manner.	3.1 Perform work task/s in a safe and efficient manner including: a) identifying potential risks and hazards b) being aware of impact of own actions of self and others c) using, cleaning, and storing tools d) keeping own work area clean and tidy e) demonstrating adherence to instructions and approved procedures and practices	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

## Employability within Construction Units

Title	Applying for Employment	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE019	
Unit Reference No	J/616/6971	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to apply for employment and be able to complete an application.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know about sources of information for job vacancies.	1.1. Compare different sources of information about job vacancies. 1.2. Describe ways of approaching employers or agencies directly to find out about possible employment. 1.3. Use appropriate sources to identify jobs relevant to own skills, interests and needs. 1.4. Describe how to obtain further information or research about a specific job required before submitting an application.	
2. Know how to apply for jobs.	2.1 Compare different methods of applying for jobs. 2.2 Compare different sorts of information commonly presented in job applications.	
3. Be able to prepare a job application.	3.1 Collate information appropriate for a specific job application. 3.2 Complete a job application which: <ul style="list-style-type: none"> <li>a) includes all the information requested</li> <li>b) can be clearly understood by an employer</li> <li>c) is accurately written in terms of spelling, punctuation and grammar</li> <li>d) is consistent with any instructions provided</li> <li>e) creates a positive impression of the applicant</li> </ul>	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise	Record of observation Learner notes/written work Learner log

	and apply skills and knowledge	
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Job Interview Skills	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE020	
Unit Reference No	L/616/6972	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain effective job interview skills.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to prepare for a job interview.	1.1. Describe how to prepare for a job interview to include: a) research on chosen employer and sector b) possible questions with appropriate answers c) appropriate dress d) time of arrival e) appropriate body language f) anxiety techniques	
2. Be able to conduct oneself in a job interview situation.	2.1. Take part in a job interview including: a) giving clear and relevant responses b) requesting clarification or repetition of questions if needed c) asking relevant questions d) using positive non-verbal communication 2.2. Review own performance identifying areas for improvement.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Teamworking Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE021	
Unit Reference No	R/616/6973	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how teams work together and participate in team activities.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the advantages and disadvantages of having a team complete a task.	1.1. Assess the benefits and drawbacks of having a team complete a task.	
2. Understand the behaviours needed for effective teamwork.	2.1. Explain the behaviours that contribute to effective team performance. 2.2. Explain likely consequences of team members not adhering to these behaviours. 2.3. Outline ways in which teams can encourage effective behaviours.	
3. Be able to recognise the strengths, skills and experiences of team members.	3.1. Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team. 3.2. Assess relevant strengths, skills and experiences of other team members.	
4. Be able to agree roles and responsibilities within the team in relation to a given task.	4.1. Negotiate with other team members the roles and responsibilities of each member of the team. 4.2. Describe how each role contributes to the team's objectives and the completion of the team task.	
5. Be able to work positively as a member of a team.	5.1. Contribute relevant ideas and identify relevant suggestions from others. 5.2. Contribute to a team plan to solve a problem. 5.3. Share skills and knowledge with others. 5.4. Offer help, support or advice and constructive criticism. 5.5. Respond positively to advice and constructive criticism. 5.6. Follow an agreed plan to complete a task on time.	
6. Be able to reflect on the performance of a team.	6.1. Explain how own performance contributed to the overall performance of the team. 6.2. Describe ways in which the team as a whole performed effectively. 6.3. Outline areas in which the team could improve its performance.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Word Processing Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE022	
Unit Reference No	Y/616/6974	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to perform word processing tasks including editing, structuring, formatting and presenting documents.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to enter, edit and combine text and other information in word processed documents.	1.1. Identify what types of information are needed in documents. 1.2. Enter text and other information into a document accurately and efficiently. 1.3. Select and use appropriate templates for different purposes. 1.4. Select and use a range of editing tools to amend document content. 1.5. Combine or merge information within a document from a range of sources. 1.6. Store and retrieve document and template files effectively, in line with local guidelines.	
2. Be able to structure information within word processed documents.	2.1. Identify document requirements for structure and style. 2.2. Identify what templates and styles are available and when to use them. 2.3. Organise information in a structure appropriate to the document. 2.4. Select and apply styles to text.	
3. Be able to use word processing software tools to format and present documents to meet requirements.	3.1. Format a document to aid meaning. 3.2. Select and use appropriate techniques to format characters and paragraphs. 3.3. Select and use appropriate page and section layouts to present and print documents. 3.4. Check documents meet needs, using IT tools and making corrections as necessary. 3.5. Respond appropriately to quality problems with documents so that outcomes meet needs.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to	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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Working with Spreadsheets	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE023	
Unit Reference No	D/616/6975	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to perform common spreadsheet tasks including formatting, using formulae, interrogating data and working with multiple worksheets.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know different uses for spreadsheets.	1.1. Describe different uses for spreadsheets.	
2. Be able to use formatting techniques to enter data into a spreadsheet.	2.1. Set up a spreadsheet for a specific purpose. 2.2. Enter data into a spreadsheet and adjust cell sizes to suit. 2.3. Format text in a spreadsheet, using font style and colour. 2.4. Format cell borders, shading and alignment in a spreadsheet. 2.5. Format date and currency cells in a spreadsheet.	
3. Be able to use multiple worksheets within a spreadsheet.	3.1. Set up a workbook using more than one worksheet. 3.2. Name worksheets within a workbook. 3.3. Insert and delete worksheets in a workbook. 3.4. Use copy and paste facility between worksheets in a workbook. 3.5. Link cells between worksheets in a workbook.	
4. Be able to use formulae in a spreadsheet to calculate data.	4.1. Use basic formulae in a spreadsheet to calculate values based on single cells. 4.2. Perform calculations on groups of cells in a spreadsheet. 4.3. Use relative and absolute referencing in a spreadsheet. 4.4. Use formulae in a spreadsheet to compare cell values.	
5. Be able to present data in graphical form.	5.1. Produce at least two graphs and at least two charts using spreadsheet data. 5.2. Edit the format of graphs and charts to suit own purpose.	
6. Be able to sort and manage data in a spreadsheet.	6.1. Sort data in a spreadsheet by single and multiple column headings. 6.2. Apply filters to a spreadsheet, to extract data.	
7. Be able to print a spreadsheet.	7.1. Print a workbook, worksheet and selection from a spreadsheet.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	OR A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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## Quality Assurance of Centre Performance

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### 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

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### 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 Construction - Qualification No: 603/2630/X**
  - **OCN NI Level 2 Certificate in Construction – Qualification No: 603/2632/3**
  - **OCN NI Level 2 Extended Certificate in Construction – Qualification No: 603/2633/5**
  - **OCN NI Level 2 Diploma in Construction – Qualification No: 603/2634/7**
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Operational start date: 01 December 2017  
Operational end date: 30 November 2027  
Certification end date: 30 November 2029

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