



Qualification Specification:

OCN NI Entry Level Certificate in Preparation for Work (Entry 3)

- **Qualification No: 601/3131/7**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Qualification	Extended to 31 st December 2032	V2.0 – 25 June 2026
Specification	New format	V2.0 – 25 June 2026

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

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

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

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

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Entry Level Certificate in Preparation for Work (Entry 3)**. This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level Entry Level Certificate in Preparation for Work (Entry 3).

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements**: this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content**: this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements**: this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance**: the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.
- **Administration**: guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

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

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Entry Level Certificate in Preparation for Work (Entry 3)

Qualification Number: 601/3131/7

Operational start date: 1 May 2014

Review date: 31 December 2032

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

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

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

Subject Area: 14.1 Foundations for learning and life

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

The OCN NI Entry Level Certificate in Preparation for Work (Entry 3) qualification has been designed to provide learners with foundation skills in the areas of Communication, Numeracy and ICT, combined with a range of units to choose from that will assist in developing life and work skills. It is also suitable for learners with special learning needs.

5.5 Target Learners

The qualification is targeted at learners who:

- need to develop further skills in literacy, numeracy and ICT
- wish to be more independent in life and work
- wish to progress into other further education courses
- would benefit from alternative approaches to curriculum and learning
- would like to test a vocational area to inform their career/employment choices

5.6 Entry Requirements

There are no formal entry requirements for this qualification however learners must be at least 14 years old. Learners should also receive appropriate guidance on the suitability of the qualification for their learning needs.

5.7 Progression

The OCN NI Entry Level Certificate in Preparation for Work (Entry 3) qualification enables progression into further learning in this area or into employment.

5.8 Delivery Language

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

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

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

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

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

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification and a minimum of one year's experience in the area they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Entry Level Certificate in Preparation for Work (Entry 3) is a unitised qualification designed to equip learners with the essential knowledge, skills, and behaviours needed to prepare for employment and participation in the workplace. Assessed on a pass or fail basis, learners are expected to demonstrate a sound understanding of the subject matter and an ability to apply their learning in practical contexts. The qualification supports the development of key employability skills, including communication, teamwork, problem-solving, personal responsibility, and workplace awareness. It aims to build learners' confidence, independence, and readiness for work, while providing a valuable foundation for progression to further learning, vocational training, or employment opportunities. Through achieving this qualification, learners will be better prepared to meet the expectations of employers and successfully transition into the world of work.

7.2 Qualification Level

In the context of the OCN NI Entry Level Certificate in Preparation for Work (Entry 3) it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Entry Level (E3), which signifies a basic level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Entry Level Certificate in Preparation for Work (Entry 3)	
Total Qualification Time (TQT):	210 hours
Total Credits Required:	21 credits
Guided Learning Hours (GLH):	210 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level NI Entry Level Certificate in Preparation for Work (Entry 3)** learners must complete a total of 21 credits. 3 credits must be achieved from each of the groups (A), (B) and (C) and the remaining 12 credits from group (D).

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Entry Level (E3 or E1).
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level NI Entry Level Certificate in Preparation for Work (Entry 3)

In order to achieve the OCN NI Entry Level Certificate in Preparation for Work (Entry 3) the learner must successfully complete a total of 21 credits. 3 credits must be achieved from each of the groups (A), (B) and (C) and the remaining 12 credits from group (D).

Total Qualification Time (TQT) for this qualification:

210 hours

Guided Learning Hours (GLH) for this qualification:

210 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Communication Units (A)					
A/506/2144	CAZ470	Communicating with Others	20	2	Entry 3
J/506/2129	CAZ461	Take Part in a Discussion	10	1	Entry 3
R/506/2098	CAZ436	Literacy and Communication Skills for the Workplace	10	1	Entry 3
L/506/2231	CAZ517	Writing and Proof Reading Skills	10	1	Entry 3
K/506/2138	CAZ465	Using Grammar Skills	30	3	Entry 3
L/506/2200	CAZ490	Practical Use of Grammar and Punctuation	10	1	Entry 3
Numeracy Units (B)					
Y/506/2104	CAZ441	Using Numeracy in the Workplace	10	1	Entry 1
D/506/2217	CAZ501	Individual Budgeting and Managing Money	30	3	Entry 3
J/506/2213	CAZ497	Handling and Calculating Payments	20	2	Entry 3
L/506/2214	CAZ498	Household Income and Expenditure	30	3	Entry 3
M/506/2173	CAZ491	Using Numeracy Skills in the Workplace	10	1	Entry 3

<i>ICT Units (C)</i>					
H/506/2218	CAZ502	IT User Essentials	20	2	Entry 3
F/506/2193	CAZ479	Exploring Computers	30	3	Entry 3
K/506/2186	CAZ472	Accessing Online Information and Using Emails	10	1	Entry 3
K/506/2222	CAZ506	Presenting Information Using ICT	20	2	Entry 3
T/506/2224	CAZ508	Safe Working Practices when using ICT	20	2	Entry 3
M/506/2125	CAZ458	Searching, Selecting and Saving Information Using ICT	30	3	Entry 3
J/506/2230	CAZ516	Using Digital Photography Software	10	1	Entry 3
M/506/2268	CAZ475	Create and Format a Document Using ICT	30	3	Entry 3
<i>Optional Units (D)</i>					
J/506/2096	CAZ434	Exploring Hobbies	20	2	Entry 1
L/506/2195	CAZ481	Basic Cooking Methods and Equipment	30	3	Entry 3
M/506/2187	CAZ473	Community Responsibilities	30	3	Entry 3
T/506/2188	CAZ474	Contribute to Team Activities	30	3	Entry 3
M/506/2190	CAZ476	Create and Present Artwork	30	3	Entry 3
T/506/2191	CAZ477	Customer Service in a retail environment	30	3	Entry 3
A/506/2192	CAZ478	Developing Good Customer Service Skills	30	3	Entry 3
R/506/2196	CAZ482	Exhibiting an Art or Craft Product	20	2	Entry 3
Y/506/2197	CAZ483	Exploring and Creating Artwork	30	3	Entry 3
H/506/2106	CAZ443	Exploring Local History	30	3	Entry 3
J/506/2194	CAZ480	Exploring Performance Skills	30	3	Entry 3

K/506/2107	CAZ444	Food and Nutrition for Children and Young People	30	3	Entry 3
M/506/2108	CAZ445	Garden Horticulture Skills	30	3	Entry 3
R/506/2215	CAZ499	Improving Fitness	30	3	Entry 3
Y/506/2216	CAZ500	Improving Personal Appearance	30	3	Entry 3
D/506/2198	CAZ484	Keeping Your Kitchen Clean	10	1	Entry 3
K/506/2219	CAZ503	Maintaining Good Personal Health	30	3	Entry 3
D/506/2220	CAZ504	Office Skills	30	3	Entry 3
H/506/2199	CAZ489	Plan a Trip to a Place of Interest	20	2	Entry 3
H/506/2221	CAZ505	Planning and Taking Part in a Shopping Trip	30	3	Entry 3
M/506/2223	CAZ507	Recognising Basic External and Internal Car Parts	10	1	Entry 3
A/506/2127	CAZ459	Simple Food Preparation	30	3	Entry 3
A/506/2225	CAZ511	Skills for Employment	30	3	Entry 3
F/506/2226	CAZ512	Take Part in a Vocational Taster	20	2	Entry 3
J/506/2227	CAZ513	Taking Part in an Enterprise Project	40	4	Entry 3
R/506/2201	CAZ492	Understanding a Balanced Diet and Preparing a Meal	30	3	Entry 3
L/506/2228	CAZ514	Understanding Food safety and Storage	30	3	Entry 3
D/506/2136	CAZ462	Understanding Self and Relationships	30	3	Entry 3
L/506/2102	CAZ439	Understanding the Role of the Media	20	2	Entry 3
R/506/2229	CAZ515	Using and Maintaining Tools and Equipment	20	2	Entry 3

10. Unit Content

10.1 Communicating with Others

Title:	Communicating with Others	
Level:	Entry 3	
Credit Value:	2	
Guided Learning Hours (GLH):	20	
OCN NI Unit Code:	CAZ470	
Unit Reference No:	A/506/2144	
Unit purpose and aim(s): This unit will enable the learner to communicate with others and obtain information in a range of contexts.		
Learning Outcomes		
1. Know how to communicate with others to obtain information.	1.1. Demonstrate how to communicate with others to obtain information. 1.2. Demonstrate the use of: a) formal language b) appropriate questioning c) non-verbal communication	
2. Be able to communicate information to others.	2.1. Demonstrate how to communicate information to others including: a) clear speech and phrasing b) statements of fact c) short explanations d) a range of situations	
3. Know how to obtain and use information from others.	3.1. Demonstrate the ability to follow and listen for information in different contexts. 3.2. Identify new and relevant information from discussions and explanations. 3.3. Demonstrate the use of verbal and non-verbal communication in order to confirm understanding. 3.4. Demonstrate how to follow a set of verbal instructions and respond to questions.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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

Tutor record of observation
Learner notes
Tutor lesson plan
Tutorial notes
Audio/video/photographic record
Learner log/diary

10.2 Take Part in a Discussion

Title:	Take Part in a Discussion	
Level:	Entry 3	
Credit Value:	1	
Guided Learning Hours (GLH):	10	
OCN NI Unit Code:	CAZ461	
Unit Reference No:	J/506/2129	
Unit purpose and aim(s): This unit will enable the learner to actively take part in a discussion.		
Learning Outcomes	Assessment Criteria	
1. Be able to take part in a discussion.	1.1. Demonstrate the ability to follow and understand the main points of discussions on different topics. 1.2. Demonstrate the ability to: a) make relevant contributions to discussions b) use phrases for interruption in a discussion c) listen and respond to others' points of view in a discussion. d) respond to both open and closed questions about familiar topics.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.3 Literacy and Communication Skills for the Workplace

Title	Literacy and Communication Skills for the Workplace	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CAZ436	
Unit Reference No	R/506/2098	
Unit purpose and aim(s): This unit will enable learners to develop an understanding of workplace literacy, write text and communicate appropriately on work-related topics.		
Learning Outcomes		Assessment Criteria
1. Be able to understand appropriate text for the workplace.	1.1. Identify different purposes of text in the workplace. 1.2. Follow written instructions in the workplace.	
2. Be able to write about work-related issues using correct language.	2.1. Write complete sentences to give information about work-related issues. 2.2. Check writing for accuracy and clarity.	
3. Be able to communicate effectively in the workplace.	3.1. Respond to verbal instructions. 3.2. Speak to communicate information on workplace topics. 3.3. Participate in a discussion on workplace topics.	
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

10.4 Writing and Proof Reading Skills

Title	Writing and Proof Reading Skills	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CAZ517	
Unit Reference No	L/506/2231	
<i>Unit purpose and aim(s):</i> This unit will enable learners to write and present information with a purpose. Learners will also understand the importance of planning and redrafting written work.		
Learning Outcomes		Assessment Criteria
1. Be able to write and present information for a purpose.	1.1. Compose a range of short texts and compile drafts of writing. 1.2. Demonstrate how to use an appropriate style and layout for a specific context, audience and purpose. 1.3. Demonstrate how to organise own writing into short paragraphs in a logical sequence.	
2. Be able to plan written work.	2.1. Make a simple plan using a few key words. 2.2. Demonstrate the use of the plan as part of preparation for writing.	
3. Be able to revise written work.	3.1. Demonstrate how to proof read rough drafts identifying spelling and/or grammar errors. 3.2. Produce a final written draft.	
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

10.5 Using Grammar Skills

Title:	Using Grammar Skills	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ465	
Unit Reference No:	K/506/2138	
<i>Unit purpose and aim(s):</i> The learner will know how to use grammar appropriately.		
Learning Outcomes		
1. Know how to use grammar to aid understanding.		
Assessment Criteria		
1.1. Give examples of complete and coherent sentences to include subject/verb agreement.		
1.2. Use correct grammar to convey meaning.		
1.3. Use past tense narratives.		
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.6 Practical Use of Grammar and Punctuation

Title	Practical Use of Grammar and Punctuation	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CAZ490	
Unit Reference No	L/506/2200	
Unit purpose and aim(s): This unit will enable learners to develop an understanding of writing to communicate and be able to use appropriate grammar and punctuation.		
Learning Outcomes		Assessment Criteria
1. Be able to use writing to communicate.	1.1. Write in complete and coherent sentences including subject/verb agreement. 1.2. Produce neat and legible writing for a given task or purpose.	
2. Be able to use grammar and punctuation correctly.	2.1. Use accurate grammar that includes correct verb tense and subject-verb agreement. 2.2. Use the following punctuation marks to divide multiple adjectives or listed items: a) capital letters b) full stops c) question marks d) exclamation marks e) commas	
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

10.7 Using Numeracy in the Workplace

Title	Using Numeracy in the Workplace	
Level	Entry 1	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CAZ441	
Unit Reference No	Y/506/2104	
<i>Unit purpose and aim(s):</i> This unit will enable learners to solve a work-related problem using whole numbers, addition and subtraction and measure items for weight and length.		
Learning Outcomes		Assessment Criteria
1. Be able to solve a work-related problem using whole numbers up to 50.	1.1. Give two examples of how to solve work-related numeracy problems using whole numbers up to 50.	
2. Recognise units of measure.	2.1. List units of measure. 2.2. Demonstrate accurate measurement in grams and centimetres.	
3. Be able to read charts to solve a work-related problem.	3.1. Demonstrate how to read charts to solve a work-related problem.	
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

10.8 Individual Budgeting and Managing Money

Title:	Individual Budgeting and Managing Money	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ501	
Unit Reference No:	D/506/2217	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand income and expenditure. The learner will also be required to identify a range of financial transactions and to develop a simple budget.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by income and expenditure.		1.1. Give examples of income. 1.2. Give examples of expenditure.
2. Understand how to live within a limited budget.		2.1. Identify difficulties of living within a limited budget. 2.2. Give examples of how to cope with living on a limited budget.
3. Know how to make financial transactions.		3.1. Give examples of a range of financial transactions. 3.2. Demonstrate how to make a financial transaction in a given situation.
4. Be aware of financial information on everyday documents.		4.1. Identify key items on a receipt. 4.2. Identify key items on a payslip.
5. Understand what saving means.		5.1. State what saving means. 5.2. Give examples of different ways of saving.
6. Be able to produce a simple budget plan.		6.1. Outline personal spending and income over a given time period.
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.9 Handling and Calculating Payments

Title:	Handling and Calculating Payments	
Level:	Entry 3	
Credit Value:	2	
Guided Learning Hours (GLH):	20	
OCN NI Unit Code:	CAZ497	
Unit Reference No:	J/506/2213	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of different methods of payment and how to process each.		
Learning Outcomes		
1. Recognise financial terms in relation to handling money.	1.1. State the meaning of simple financial terms in relation to handling money for: a) cash b) receipt c) refund	
2. Be aware of different methods of payment.	2.1. List different methods of payment.	
3. Know how to record prices and calculate total costs.	3.1. Demonstrate how to record and total prices and issue receipts.	
4. Be able to handle cash payments.	4.1. Demonstrate how to handle cash payment in notes or coins, sorting into compartments. 4.2. Give change using appropriate denominations of notes or coins.	
5. Be able to handle non-cash payments.	5.1. Identify non-cash payments. 5.2. Demonstrate how to process non-cash payments.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.10 Household Income and Expenditure

Title:	Household Income and Expenditure	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ498	
Unit Reference No:	L/506/2214	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to have an understanding of income and expenditure and the various types of expenses.		
Learning Outcomes		
Assessment Criteria		
1. Be aware of income and expenditure.	1.1. Identify a range of expenses to include: a) monthly bills b) regular bills c) expenses d) weekly expenses / purchases. 1.2. Identify a range of income to include: a) spending money b) benefits / wages.	
2. Recognise the difference between fixed and variable expenses.	2.1. Identify which bills/expenses remain the same. 2.2. Identify which bills/expenses can change and the reasons for this. 2.3. State how some bills may be reduced.	
3. Be aware of long-term expenses.	3.1. Outline how to plan for replacements, needs and repairs.	
4. Be aware of the different methods of payment.	4.1. State different methods for paying utility bills.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.11 Using Numeracy Skills in the Workplace

Title	Using Numeracy Skills in the Workplace	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CAZ491	
Unit Reference No	M/506/2173	
Unit purpose and aim(s): This unit will enable learners to solve numeracy problems, use units of measure and interpret chart information for the workplace.		
Learning Outcomes		Assessment Criteria
1. Be able to solve work-related problems using whole numbers up to 100.	1.1. Using addition and subtraction solve a range of work-related numeracy problems using whole numbers up to 100.	
2. Be able to use units of measure to solve work-related numeracy problems.	2.1. Use scales to weigh accurately using grams and kilogrammes. 2.2. Measure lengths accurately using millimetres, centimetres and metres.	
3. Be able to interpret charts to solve work-related problems.	3.1. Use bar charts and line charts to gather accurate work-related information. 3.2. Interpret chart information to solve a range of work-related problems.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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

10.12 IT User Essentials

Title:	IT User Essentials	
Level:	Entry 3	
Credit Value:	2	
Guided Learning Hours (GLH):	20	
OCN NI Unit Code:	CAZ502	
Unit Reference No:	H/506/2218	
Unit purpose and aim(s): This unit will enable the learner to carry out basic IT functions including; storing and managing files.		
Learning Outcomes		
1. Be able to use and interact with IT systems.	1.1. Demonstrate the correct procedures to start and shut down an IT system. 1.2. Demonstrate the effective use of IT systems to meet needs. 1.3. Identify appropriate terminology when describing IT systems.	
2. Be able to organise, store and retrieve data.	2.1. Outline how to manage files and folders in order to retrieve information easily. 2.2. Outline different types of storage media. 2.3. Outline how to keep information secure and how to manage access to information.	
3. Recognise the importance of safety and security practices.	3.1. Outline guidelines and procedures for the safe and secure use of IT. 3.2. Identify why it is important to control access to hardware, software and data.	
4. Know how to respond to IT problems.	4.1. State how to respond to basic IT problems and take appropriate action. 4.2. Identify when expert advice is needed.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.13 Exploring Computers

Title:	Exploring Computers	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ479	
Unit Reference No:	F/506/2193	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise basic computer parts/devices & systems and their functions. The learner will also be required to identify career opportunities within IT.		
Learning Outcomes		
1. Know the basic parts and devices of a computer.	1.1. List the main parts of a computer. 1.2. Demonstrate starting and shutting down a computer. 1.3. Identify the different groups of keys on a keyboard. 1.4. Perform different tasks by using a mouse.	
2. Recognise common computer terms.	2.1. List the primary hardware components of a computer. 2.2. Outline an operating system to include programs and data. 2.3. State the different types of networks. 2.4. Describe the terms Internet, World Wide Web, and intranet.	
3. Understand computer performance and features.	3.1. Outline computer features to include: a) role of memory b) performance c) programs and their uses	
4. Understand computer operating systems.	4.1. Outline the common functions of an operating system. 4.2. Identify the main components of an interface. 4.3. Outline the options available at start up. 4.4. Demonstrate how to manage files and folders.	
5. Understand career opportunities in IT.	5.1. State how computers have become a central part of everyday life. 5.2. Identify the career opportunities available for a computer literate person.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs

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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.14 Accessing Online Information and Using Emails

Title	Accessing Online Information and Using Emails	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CAZ472	
Unit Reference No	K/506/2186	
<i>Unit purpose and aim(s):</i> This unit will enable learners to develop an understanding of working and searching for online information. Learners will also create and send emails.		
Learning Outcomes		Assessment Criteria
1. Know how to access online information.	1.1. Demonstrate how to access online information including; a) selection and navigation of trustworthy and fit for purpose web pages b) setting and using a password. 1.2. Demonstrate working safely and responsibly online.	
2. Know how to use email.	2.1. Demonstrate the use of email including: a) opening and replying to emails received b) creating and sending new email messages.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical 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

10.15 Presenting Information Using ICT

Title	Presenting Information Using ICT	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CAZ506	
Unit Reference No	K/506/2222	
Unit purpose and aim(s): This unit will enable learners to develop a basic understanding of how to use ICT to present information using images and text and make appropriate changes.		
Learning Outcomes		Assessment Criteria
1. Know how to use ICT to present information.		1.1. Outline how the information is to be presented. 1.2. Demonstrate the use of ICT to present information including: a) text b) images c) numbers 1.3. Demonstrate the use of proof reading for accuracy and purpose and amend text accordingly.
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

10.16 Safe Working Practices when using ICT

Title	Safe Working Practices when using ICT	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CAZ508	
Unit Reference No	T/506/2224	
Unit purpose and aim(s): This unit will enable learners to develop an understanding of ICT health and safety issues and online password/PIN security and formats.		
Learning Outcomes		Assessment Criteria
1. Be aware of health and safety measures when using ICT equipment.	1.1. List safety checks that need to be made prior to using ICT equipment. 1.2. State how often breaks should be taken when using a computer. 1.3. Demonstrate personal posture needed when using a desk top computer. 1.4. State reasons for adopting appropriate posture. 1.5. State where support can be obtained when safety adjustments are required.	
2. Understand PIN and password format and security.	2.1. Give examples of where PINs and passwords may be required. 2.2. Identify suitable and unsuitable password formats. 2.3. State why PINs and passwords need to be secure. 2.4. State how to keep PINs and passwords secure and state the consequences of revealing PINs and passwords.	
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

10.17 Searching, Selecting and Saving Information Using ICT

Title	Searching, Selecting and Saving Information Using ICT	
Level	Entry 3	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ458	
Unit Reference No	M/506/2125	
Unit purpose and aim(s): This unit will enable learners to use ICT and search techniques to find and save appropriate information.		
Learning Outcomes		Assessment Criteria
1. Know ICT sources used to find information.	1.1. Identify appropriate task related information. 1.2. Identify suitable ICT source(s) to find information.	
2. Be able to search for information using an ICT source.	2.1. Access an ICT source and use appropriate search techniques to find required information.	
3. Be able to select and save information.	3.1. Review the suitability of identified information. 3.2. Select and save information appropriately.	
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

10.18 Using Digital Photography Software

Title:	Using Digital Photography Software	
Level:	Entry 3	
Credit Value:	1	
Guided Learning Hours (GLH):	10	
OCN NI Unit Code:	CAZ516	
Unit Reference No:	J/506/2230	
Unit purpose and aim(s): This unit will enable the learner to use a software package to process digital photographs.		
Learning Outcomes		
1. Know how to use a software package to process digital photographs.	1.1. Demonstrate how to use a software digital photography package. 1.2. Demonstrate how to connect a digital camera to a computer and download photographs. 1.3. Load and save a photograph file. 1.4. Resize, position and print a photograph on a page.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.19 Create and Format a Document Using ICT

Title	Create and Format a Document Using ICT	
Level	Entry 3	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ475	
Unit Reference No	M/506/2268	
Unit purpose and aim(s): This unit will enable learners to develop an understanding of how to create and format a document using ICT software and hardware.		
Learning Outcomes	Assessment Criteria	
1. Understand safe working practices.	1.1. Outline safe working practices. 1.2. Demonstrate how to use equipment safely.	
2. Know the correct procedures to start ICT systems and use applications.	2.1. Demonstrate how to switch on a computer and open software application/s. 2.2. Demonstrate the use of input devices and adjust settings according to individual needs.	
3. Create a new document and add an image.	3.1. Create a document and input data accurately, checking for meaning and suitability. 3.2. Select and insert image into document.	
4. Align and format text.	4.1. Demonstrate how to align and format text to include: a) font size and style b) highlighting text.	
5. Save, print and close a document.	5.1. Demonstrate how to save, print and close a document.	
6. Know how to retrieve and edit a document.	6.1. Demonstrate how to retrieve and edit a document.	
7. Shut down computer system.	7.1. Demonstrate the current procedure for closing documents and shutting down a computer.	
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	Record of observation Learner notes/written work Tutor notes/record

	knowledge gained throughout the course	Learner log/diary
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10.20 Exploring Hobbies

Title	Exploring Hobbies	
Level	Entry 1	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CAZ434	
Unit Reference No	J/506/2096	
Unit purpose and aim(s): This unit will enable learners to choose a hobby and the equipment and or materials required.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by the term hobby.	1.1. State what is meant by the term hobby.	
2. Be able to make a choice about a hobby.	2.1. State a range of hobbies, identify a hobby of choice and include reasons for choice.	
3. Recognise the preparations required to carry out a hobby.	3.1. Identify the preparations required to carry out a hobby to include equipment and/or materials needed.	
4. Be able to participate in a hobby.	4.1. Participate in a hobby.	
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

10.21 Basic Cooking Methods and Equipment

Title	Basic Cooking Methods and Equipment	
Level	Entry 3	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ481	
Unit Reference No	L/506/2195	
Unit purpose and aim(s): This unit will enable learners to identify a range of cooking methods, health and safety issues and carry out practical cooking activities.		
Learning Outcomes		Assessment Criteria
1. Understand a range of cooking methods.	1.1. Identify and outline a range of cooking methods. 1.2. Identify two foods that can be cooked using different methods. 1.3. Identify three methods for healthy cooking.	
2. Recognise different equipment needed for cooking.	2.1. Identify appropriate equipment needed for a range of cooking methods.	
3. Understand health and safety issues relating to different cooking methods.	3.1. Identify safety factors and associated risks of different methods of cooking.	
4. Be able to make a dish using different cooking methods.	4.1. Make a dish that uses two different cooking methods and comment on the results.	
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

10.22 Community Responsibilities

Title:	Community Responsibilities	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ473	
Unit Reference No:	M/506/2187	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise the use of local facilities. The learner will also be asked to identify who makes up a community and the different activities that may impact upon a community.		
Learning Outcomes		
1. Be able to recognise facilities in own local area.	1.1. State the place where s/he lives and outline some of its features. 1.2. Identify various local buildings and their uses. 1.3. Identify various local public facilities and their uses.	
2. Understand what makes a community.	2.1. Identify groups of people who make up the community. 2.2. Outline various community interest groups and what they do. 2.3. Identify various positive activities which may contribute to the community. 2.4. Identify a group that may be of interest to him/her.	
3. Be aware of own responsibilities in the community.	3.1. Participate in two positive activities to contribute to the community. 3.2. Identify two negative actions which may impact on the community.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.23 Contribute to Team Activities

Title:	Contribute to Team Activities	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ474	
Unit Reference No:	T/506/2188	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of a team. The learner will be required to contribute to a range of team activities.		
Learning Outcomes		
1. Understand the value of teamwork.	1.1. State the value of teamwork. 1.2. Give example why a team may be more effective than an individual. 1.3. Identify purpose of own team.	
2. Understand roles and responsibilities of a team.	2.1. List the roles and responsibility of team members. 2.2. State own role within the team.	
3. Be able to work as part of a team.	3.1. Participate in a team activity showing respect and consideration to team members.	
4. Review performance of team.	4.1. Identify what went well and not so well. 4.2. Give example of how to improve team performance.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.24 Create and Present Artwork

Title:	Create and Present Artwork	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ476	
Unit Reference No:	M/506/2190	
Unit purpose and aim(s): This unit will enable the learner to recognise the value of art. The learner will be required to produce a personal piece of art.		
Learning Outcomes		
1. Be able to recognise the value of art.	1.1. Look at a selection of artwork and give reasons for preferred piece.	
2. Be aware of different art techniques.	2.1. Outline various techniques and state a preference. 2.2. Identify equipment/materials needed to produce a piece of art. 2.3. Demonstrate how to use equipment/materials.	
3. Produce a piece of personal art.	3.1. Create a piece of art. 3.2. Demonstrate how to clean and maintain equipment. 3.3. Present own artwork to others.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.25 Customer Service in a Retail Environment

Title:	Customer Service in a Retail Environment	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ477	
Unit Reference No:	T/506/2191	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise the importance of good personal appearance with the retail environment. The learner will also be required to demonstrate effective customer communication skills.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of having good personal appearance.		1.1. Outline the importance of having good personal appearance.
2. Understand effective customer communication.		2.1. Demonstrate the use of effective language, tone, manner and body language. 2.2. Demonstrate how to greet customers in a positive manner and respond politely to simple enquiries. 2.3. Identify a range of customer enquiries common to a retailer.
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.26 Developing Good Customer Service Skills

Title:	Developing Good Customer Service Skills	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ478	
Unit Reference No:	A/506/2192	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of good customer service.		
Learning Outcomes		Assessment Criteria
1. Understand the benefits of good customer service.	1.1. Give examples of good practice in customer service and why it is important for an organisation. 1.2. Outline why it is important to maintain customer confidentiality. 1.3. Outline why it is important to respect the needs of customers from different cultures and backgrounds.	
2. Understand the implications of poor customer service.	2.1. Give an example for each of how poor customer service can affect: a) customers b) the organisation c) staff.	
3. Recognise the impact of first impressions.	3.1. State, with examples, why it is important to make a good first impression.	
4. Understand positive interaction with customers.	4.1. Demonstrate positive ways of communicating with customers verbally and non-verbally.	
5. Understand how to deal with customer complaints.	5.1. Outline how to deal with customer complaints.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log
Coursework	Research or projects that count towards a learner’s final outcome and	Tutor record of observation Learner notes Tutor lesson plan

	demonstrate the skills and/or knowledge gained throughout the course	Tutorial notes Audio/video/photographic record Learner log/diary
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10.27 Exhibiting an Art or Craft Product

Title	Exhibiting an Art or Craft Product	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CAZ482	
Unit Reference No	R/506/2196	
<i>Unit purpose and aim(s):</i> This unit will enable learners to develop an understanding of how to exhibit an art or craft product and identify improvements.		
Learning Outcomes		Assessment Criteria
1. Be able to exhibit an art or craft product.	1.1. Present and exhibit the art or craft product. 1.2. Demonstrate how to maintain a safe working environment.	
2. Be able to use feedback to improve an art or craft product.	2.1. Use feedback to improve an art or craft product for future exhibits.	
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

10.28 Exploring and Creating Artwork

Title	Exploring and Creating Artwork	
Level	Entry 3	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ483	
Unit Reference No	Y/506/2197	
<i>Unit purpose and aim(s):</i> This unit will enable learners to develop an understanding of art techniques, use equipment to produce and present a piece of art and maintain a tidy work area.		
Learning Outcomes	Assessment Criteria	
1. Be able to appreciate different types of art.	1.1. Give examples of different types of art. 1.2. State personal preference and reasons for preference.	
2. Recognise art techniques.	2.1. Identify a range of art techniques. 2.2. State personal preference and reasons for preference. 2.3. Identify equipment and/or the materials needed to produce a piece of art. 2.4. Outline how to use equipment and/or materials.	
3. Be able to produce a piece of personal art.	3.1. Create and present a piece of art work. 3.2. Outline feelings about own piece.	
4. Be able to tidy up art equipment.	4.1. Clean and put away equipment safely.	
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

10.29 Exploring Local History

Title	Exploring Local History	
Level	Entry 3	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ443	
Unit Reference No	H/506/2106	
<i>Unit purpose and aim(s):</i> This unit will enable learners to access and record information about local history and present this to an audience.		
Learning Outcomes		Assessment Criteria
1. Be aware of how national events can affect own local area.	1.1. Identify how national events can affect own local area and community.	
2. Know how to access basic historical information.	2.1. Identify and use different sources to access basic historical information.	
3. Know how to create and present a simple record of findings.	3.1. Record information on a selected topic using an appropriate medium. 3.2. Present findings to a familiar audience.	
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

10.30 Exploring Performance Skills

Title:	Exploring Performance Skills	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ480	
Unit Reference No:	J/506/2194	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore performance skills. The learner will be required to present a simple performance.		
Learning Outcomes		
Assessment Criteria		
1. Be able to express feelings/emotions/ideas through performance.	1.1. Perform a: a) simple mime to illustrate an individual or group idea. b) simple sequence of movements. c) dramatic improvisation to illustrate an individual or group idea. 1.2. Demonstrate how to express feelings/emotions/ideas through simple choreography.	
2. Be able to contribute to a dramatic performance.	2.1. Demonstrate how to contribute to a dramatic performance using a range of methods. 2.2. Use drama space safely and appropriately.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.31 Food and Nutrition for Children and Young People

Title:	Food and Nutrition for Children and Young People	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ444	
Unit Reference No:	K/506/2107	
Unit purpose and aim(s): The learner will understand foods and their nutritional value and effects including restrictions from different religions and cultures.		
Learning Outcomes		Assessment Criteria
1. Know what makes a balanced diet.	1.1. List some of the main nutrients. 1.2. Identify examples of foods that contain the main nutrients. 1.3. Identify suitable foods for children and/or young people of different ages.	
2. Be able to identify food allergies and their effects.	2.1. Identify food allergies and their effects.	
3. Be able to identify religious and cultural groups that have food restrictions on their diet.	3.1. Identify food restrictions that affect the diets of 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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.32 Garden Horticulture Skills

Title:	Garden Horticulture Skills	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ445	
Unit Reference No:	M/506/2108	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop and demonstrate basic horticulture skills.		
Learning Outcomes		
1. Be aware of things that grow in a garden or allotment.	1.1. Identify different flowers and vegetables that grow on an allotment or domestic garden. 1.2. Identify different types of common weeds. 1.3. List common vegetables.	
2. Be familiar with propagating plants.	2.1. Demonstrate how to sow seeds in open ground and trays for under glass. 2.2. Demonstrate how to sow tubers and rooted plants directly into prepared ground.	
3. Know how to prepare an outside growing bed.	3.1. Demonstrate how to prepare an outside growing bed.	
4. Know how to grow and maintain plants.	4.1. Demonstrate how to sow seed directly in ground and thin out when required. 4.2. Demonstrate how to sow seed in trays, prick out and plant in prepared ground. 4.3. Demonstrate how to maintain plants.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.33 Improving Fitness

Title:	Improving Fitness	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ499	
Unit Reference No:	R/506/2215	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of keeping fit. The learner will also be required to perform a basic fitness activity.		
Learning Outcomes		Assessment Criteria
1. Be aware of the importance of keeping fit.	1.1. Outline reasons for keeping fit. 1.2. Identify activities that can help you to keep fit. 1.3. Outline the importance of warming up before doing exercise. 1.4. State places where you can do exercise.	
2. Be able to perform basic fitness activities.	2.1. Work with a partner on chosen activities. 2.2. Work in a group on chosen activities. 2.3. Demonstrate how to communicate effectively with others in the group. 2.4. Perform a range of basic fitness tests to include a simple warm up and cool down.	
3. Be able to develop a simple training programme to improve fitness.	3.1. Complete a simple training programme which improves fitness over a specified time period.	
4. Be aware of safe working practices.	4.1. Demonstrate how to use safety equipment and wear appropriate clothing.	
5. Review own performance and personal skills	5.1. Identify what went well/not so well and what might 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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record

	and/or knowledge gained throughout the course	Learner log/diary
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10.34 Improving Personal Appearance

Title:	Improving Personal Appearance	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ500	
Unit Reference No:	Y/506/2216	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of good personal appearance.		
Learning Outcomes		Assessment Criteria
1. Know the importance of good personal appearance.		1.1. Outline reasons why good personal appearance is important. 1.2. Outline ways to improve personal appearance.
2. Recognise face/skin types and the importance of care products.		2.1. Identify facial skin and complexion types. 2.2. Identify products suitable for various skin and complexion types. 2.3. Outline safety precautions necessary when using products and equipment.
3. Know the correct process of hair washing, drying and styling.		3.1. Identify appropriate products for washing hair. 3.2. Outline the correct process for washing, drying and styling hair. 3.3. Outline safety precautions necessary when using products and equipment.
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.35 Keeping Your Kitchen Clean

Title	Keeping Your Kitchen Clean	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CAZ484	
Unit Reference No	D/506/2198	
<i>Unit purpose and aim(s):</i> This unit will enable learners to understanding the need for a clean kitchen and how to use kitchen equipment and appropriate cleaning products.		
Learning Outcomes		Assessment Criteria
1. Understand the need to keep a clean kitchen.	1.1. Identify consequences of a dirty kitchen. 1.2. Identify specific parts of a kitchen that may need cleaning more often. 1.3. Identify how often different parts of the kitchen need cleaned.	
2. Use equipment to clean a kitchen.	2.1. Identify and use equipment safely to clean a kitchen.	
3. Use products to clean a kitchen.	3.1. Identify, use and store products safely to clean a kitchen.	
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

10.36 Maintaining Good Personal Health

Title:	Maintaining Good Personal Health	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ503	
Unit Reference No:	K/506/2219	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of maintaining good personal health.		
Learning Outcomes		
1. Know what is meant by good personal health.	1.1. Give examples of signs of good personal health. 1.2. Give example of signs of poor personal health. 1.3. Identify a range of illnesses and their signs/symptoms.	
2. Know the importance of maintaining good personal health.	2.1. Outline how to maintain good personal health and how lifestyle can impact negatively.	
3. Recognise causes of illness and preventative measures.	3.1. Give examples of: a) what causes a cold b) what causes a stomach upset 3.2. Outline preventative measures to deal with: a) a cold b) a stomach upset c) injury	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.37 Office Skills

Title:	Office Skills	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ504	
Unit Reference No:	D/506/2220	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to carry out simple office duties including; greeting visitors, filing and taking messages.		
Learning Outcomes		
1. Be able to receive a visitor appropriately in an office environment.	1.1. Demonstrate how to: a) greet a visitor appropriately b) show a visitor where to go c) introduce a visitor.	
2. Be able to carry out simple filing in an office environment.	2.1. State why filing is necessary. 2.2. Demonstrate how to retrieve a file.	
3. Be able to deal with messages in an office environment.	3.1. Give reasons for taking and delivering messages. 3.2. Identify different kinds of messages and how they may be passed on.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.38 Plan a Trip to a Place of Interest

Title	Plan a Trip to a Place of Interest	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CAZ489	
Unit Reference No	H/506/2199	
<i>Unit purpose and aim(s):</i> This unit will enable learners to plan and cost a trip to a visitor attraction and present their itinerary to a known audience.		
Learning Outcomes	Assessment Criteria	
1. Understand which attraction would be most appropriate for a given visitor.	1.1. Outline which visitor attraction would be the most appropriate for a given visitor.	
2. Be able to plan and present an itinerary for a day trip.	2.1. Plan and present a day trip itinerary. 2.2. Calculate and record the total cost of the trip using whole numbers.	
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

10.39 Planning and Taking Part in a Shopping Trip

Title:	Planning and Taking Part in a Shopping Trip	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ505	
Unit Reference No:	H/506/2221	
Unit purpose and aim(s): This unit will enable the learner to know how to plan and take part in a shopping trip.		
Learning Outcomes		Assessment Criteria
1. Know how to plan a visit to a local shopping facility.	1.1. Identify a range of local shopping facilities. 1.2. Participate in planning a trip out to local shops, taking into account individual needs.	
2. Know how to purchase items at a local store.	2.1. List shops to visit to purchase different items. 2.2. Choose items to purchase and estimate the cost bearing in mind own budget. 2.3. Purchase item/s.	
3. Use appropriate behaviour when on a shopping trip.	3.1. Use appropriate communication skills when making requests. 3.2. Demonstrate an awareness of others when on a shopping trip. 3.3. Outline ways of staying safe when on a shopping trip.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.40 Recognising Basic External and Internal Car Parts

Title:	Recognising Basic External and Internal Car Parts	
Level:	Entry 3	
Credit Value:	1	
Guided Learning Hours (GLH):	10	
OCN NI Unit Code:	CAZ507	
Unit Reference No:	M/506/2223	
Unit purpose and aim(s): This unit will enable the learner to identify basic external and internal car parts		
Learning Outcomes		Assessment Criteria
1. Recognise and locate basic external car parts.	1.1. Identify and locate a range of basic external car parts.	
2. Recognise and locate basic internal car parts.	2.1. Identify and locate a range of basic internal car parts 2.2. Demonstrate how to operate horn, radio, headlamps and indicators.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.41 Simple Food Preparation

Title:	Simple Food Preparation	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ459	
Unit Reference No:	A/506/2127	
<i>Unit purpose and aim(s):</i> The learner will be able to prepare and identify kitchen equipment and utensils to prepare simple snacks.		
Learning Outcomes		
1. Recognise a range of kitchen utensils and basic kitchen equipment.	1.1. Identify and use a range of kitchen utensils. 1.2. Identify and use basic kitchen equipment to include: a) hob b) grill c) oven d) microwave	
2. Know why it is important to prepare balanced and nutritious meals.	2.1. Identify foods to make a simple balanced meal. 2.2. State the importance of eating balanced nutritious meals.	
3. Know a range of hot and cold drinks.	3.1. Identify a range of hot and cold drinks. 3.2. Prepare a range of basic hot and cold drinks.	
4. Know when fresh foods do not need to be cooked.	4.1. Identify fresh foods that do not need to be cooked.	
5. Prepare simple snacks.	5.1. List different fresh foods that can be used in a cooked snack. 5.2. List different fresh foods that do not require cooking. 5.3. Prepare a selection of hot and cold snacks.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record

10.42 Skills for Employment

Title	Skills for Employment	
Level	Entry 3	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ511	
Unit Reference No	A/506/2225	
Unit purpose and aim(s): This unit will enable learners to develop skills for employment. Learners will work as a team and take part in a work-related task.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of Health and Safety procedures at work.	1.1. List the reasons why health and safety procedures at work are important. 1.2. Identify key safety signs and safe clothing for different types of work. 1.3. Outline how to maintain own safety at work. 1.4. State how to obtain help if required.	
2. Be able to follow instructions to carry out a given task.	2.1. Demonstrate how to follow simple oral/written instructions to carry out a task in a work-simulated environment. 2.2. Give an example of a possible problem and how this may be overcome.	
3. Be able to work as part of a team.	3.1. Demonstrate working within a team to complete a given task. 3.2. Demonstrate the use of appropriate questions and provide answers clearly. 3.3. State the key roles within a workplace.	
4. Understand the importance of appropriate behaviour at work.	4.1. Outline what is meant by time management. 4.2. Give an example of reliable and committed behaviour at work. 4.3. Give an example of how to deal positively with an identified difficult situation.	
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

10.43 Take Part in a Vocational Taster

Title:	Take Part in a Vocational Taster	
Level:	Entry 3	
Credit Value:	2	
Guided Learning Hours (GLH):	20	
OCN NI Unit Code:	CAZ512	
Unit Reference No:	F/506/2226	
Unit purpose and aim(s): This unit will enable the learner to take part in a vocational taster using the relevant skills and knowledge.		
Learning Outcomes		Assessment Criteria
1. Recognise various job roles within a vocational area.		1.1. Identify different jobs within a vocational area and the skills required for each.
2. Be able to use relevant skills and knowledge in a vocational context.		2.1. Demonstrate how to carry out tasks in a vocational context applying relevant skills and knowledge. 2.2. Outline how own knowledge and skills has been used in a vocational context. 2.3. Identify what went well/didn't go well and how it may be improved.
3. Recognise Health and Safety requirements relevant to a vocational context.		3.1. Identify key risks in a given vocational context. 3.2. Apply safe working procedures in the vocational context.
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.44 Taking Part in an Enterprise Project

Title:	Taking Part in an Enterprise Project	
Level:	Entry 3	
Credit Value:	4	
Guided Learning Hours (GLH):	40	
OCN NI Unit Code:	CAZ513	
Unit Reference No:	J/506/2227	
Unit purpose and aim(s): This unit will enable the learner to undertake a small enterprise project including; advertising, selling, costs and evaluation.		
Learning Outcomes		Assessment Criteria
1. Be able to select a product to sell and advertise.	1.1. Identify a product to sell and its target market. 1.2. Identify a suitable venue to hold the sale and outline its benefits. 1.3. Identify ways to advertise the sale.	
2. Know how to set up a point of sale and sell products.	2.1. Identify the equipment and resources needed to sell the product. 2.2. Demonstrate product sales.	
3. Be aware of costs involved in the enterprise project.	3.1. Outline the costs involved in selecting, marketing and selling the product.	
4. Evaluate own contribution to enterprise project.	4.1. Outline own contribution to enterprise project.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.45 Understanding a Balanced Diet and Preparing a Meal

Title	Understanding a Balanced Diet and Preparing a Meal	
Level	Entry 3	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ492	
Unit Reference No	R/506/2201	
Unit purpose and aim(s): This unit will enable learners to understand the concept of a balanced diet and how to prepare a balanced meal.		
Learning Outcomes		Assessment Criteria
1. Understand what makes a balanced diet.	1.1. Outline elements of a balanced diet. 1.2. List with examples the five main food groups.	
2. Understand healthy eating.	2.1. Outline healthy eating. 2.2. Identify benefits of healthy eating and the consequences of a poor diet.	
3. Be able to prepare a balanced meal.	3.1. Outline how to prepare a balanced meal including healthy cooking methods. 3.2. Demonstrate how to prepare a range of balanced meals using health cooking methods.	
4. Understand basic food hygiene.	4.1. List basic food hygiene requirements.	
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

10.46 Understanding Food Safety and Storage

Title:	Understanding Food Safety and Storage	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ514	
Unit Reference No:	L/506/2228	
Unit purpose and aim(s): This unit will enable the learner to understand basic hygiene procedures for storage and use of food.		
Learning Outcomes		Assessment Criteria
1. Be aware of basic hygiene procedures.	1.1. Outline various hygiene procedures before handling food.	
2. Recognise how to store different types of food.	2.1. Identify different food types. 2.2. Identify foods which will perish and how to store them. 2.3. Identify foods which are longer lasting and how to store them.	
3. Be aware of when food should be discarded.	3.1. Outline the term “Use by” dates. 3.2. Identify when food is: a) still fresh b) not safe for use c) no longer fresh 3.3. Outline the possible consequence of eating food that is no longer fresh.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.47 Understanding Self and Relationships

Title:	Understanding Self and Relationships	
Level:	Entry 3	
Credit Value:	3	
Guided Learning Hours (GLH):	30	
OCN NI Unit Code:	CAZ462	
Unit Reference No:	D/506/2136	
<i>Unit purpose and aim(s):</i> The learner will understand personal relationships and interact with others.		
Learning Outcomes		
1. Recognise own needs in a range of different contexts.	1.1. State own needs and opinions in a range of contexts. 1.2. Give examples of situations where it is appropriate to: a) say no b) make mistakes c) ask for explanations d) ask for help	
2. Be able to interact with others.	2.1. Demonstrate how to introduce self to others. 2.2. Demonstrate how to interact with others using: a) eye contact b) body language c) voice d) listening skills	
3. Understand personal relationships.	3.1. Outline different types of personal relationships.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

10.48 Understanding the Role of the Media

Title	Understanding the Role of the Media	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CAZ439	
Unit Reference No	L/506/2102	
<i>Unit purpose and aim(s):</i> This unit will enable learners to identify different radio or TV news programmes, choices made by producers and the role of a news reporter.		
Learning Outcomes	Assessment Criteria	
1. Recognise a range of news programmes.	1.1. Identify a range of news programmes. 1.2. State the difference between different types of newspapers.	
2. Recognise why producers choose a range of news stories.	2.1. Identify a range of news stories and why they are chosen by producers.	
3. Recognise key elements of a news presenter's job.	3.1. List key elements of a news presenter's job.	
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

10.49 Using and Maintaining Tools and Equipment

Title:	Using and Maintaining Tools and Equipment	
Level:	Entry 3	
Credit Value:	2	
Guided Learning Hours (GLH):	20	
OCN NI Unit Code:	CAZ515	
Unit Reference No:	R/506/2229	
Unit purpose and aim(s): This unit will enable the learner to use and maintain tools and equipment.		
Learning Outcomes		Assessment Criteria
1. Be able to use tools and equipment for an activity.	1.1. Identify the tools and equipment suitable for the activity. 1.2. Demonstrate the safe use of tools and equipment.	
2. Be able to maintain and store a range of tools and equipment.	2.1. Outline how to maintain and store a range of tools and equipment. 2.2. Demonstrate appropriate safety procedures when maintaining and storing tools and equipment.	
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 Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record 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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualification.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted. Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a

learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

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

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

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

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 Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete 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.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level Entry Level Certificate in Preparation for Work (Entry 3)**Qualification Number: 601/3131/7**

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