Qualification Specification for:

OCN NI Level 1 Award in Vocational Skills
➤ **Qualification No: 601/3898/1**

OCN NI Level 1 Certificate in Vocational Skills
➤ **Qualification No: 601/3888/9**

OCN NI Level 1 Diploma in Vocational Skills
➤ **Qualification No: 601/3889/0**

Qualification Regulation Information

OCN NI Level 1 Award in Vocational Skills
Qualification Number: 601/3898/1

Operational start date: 01 August 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2031

OCN NI Level 1 Certificate in Vocational Skills
Qualification Number: 601/3888/9

Operational start date: 01 August 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2031

OCN NI Level 1 Diploma in Vocational Skills
Qualification Number: 601/3889/0

Operational start date: 01 August 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2031

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

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

OCN NI Contact Details

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Foreword

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

- → **OCN NI Level 1 Award in Vocational Skills**
- → **OCN NI Level 1 Certificate in Vocational Skills**
- → **OCN NI Level 1 Diploma in Vocational Skills**

This specification sets out:

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

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

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

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About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

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Qualification Summary

The OCN NI qualifications in Vocational Skills at Level 1 are designed to provide learners with an introduction to skills and knowledge required for working in a range of sector areas including Building and Construction, Catering, Communication Technology and Office Skills, Core Skills, Creative Arts, Crafts and Performance, Horticulture, Salon Skills for Hair and Beauty, Social Care and Early Years, Sport and Leisure and Vehicle Care and Maintenance. The qualifications give learners an opportunity to gain valuable generic skills for work and also enable them to progress to OCN NI's higher level qualifications in a range of vocational skills.

Sector Subject Area
14.1 Foundations for learning and life

Qualification Target Group
The qualifications allow learners to sample basic skills in a range of vocational areas. Learners also can enhance their core skills in areas such as career preparation, presentation skills, teamwork and health and safety.

Progression Opportunities
The OCN NI Level 1 qualifications in Vocational Skills enable progression to OCN NI Level 2 Award, Certificate and Diploma in Vocational Skills. They also take learners a step towards gaining valuable skills for employment.

Entry Requirements
There are no formal restrictions on entry however learners should be at least 14 years old. If you wish to deliver any units to learners under the age of 14, please seek guidance from OCN NI.

Ensuring Health and Safety of Learners
Within the suite of vocational skills qualifications, the health, safety and security of learners are paramount, particularly for pre-16 learners. Every effort must be made by the centre and those involved in the delivery to ensure that learners operate in a safe and secure environment where risk of injury is minimum. Particular attention should be given to:

- ensuring learners are briefed about health, safety and security procedures including how to identify hazards
- ensuring learners understand the key legislative and best practice aspects of the relevant vocational area
- ensuring necessary risk assessments are carried out

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- ensuring appropriate levels of supervision are agreed and implemented prior to delivery
- ensuring clear guidance will be available for those organising work placements to ensure appropriate health and safety procedures are in place
- adhering to child protection regulations
- clear accident reporting procedures being in place
- machinery, tools and/or equipment to ensure they are in safe working order and learners are given proper instruction, training, protective clothing and supervision
- appropriate insurance arrangements being in place particularly for learners on work placements and workplace visits.

Qualification Support

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

Delivery Languages

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

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Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

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

Assessors

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

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

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Internal Verification

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

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

Internal Verifiers must:

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

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

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Structure and Content

The information below summarise the structure of these qualifications.

OCN NI Level 1 Award in Vocational Skills

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

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

OCN NI Level 1 Certificate in Vocational Skills

In order to achieve the qualification learners must complete a total of 13 credits. A minimum of 3 credits must be taken from the Core Skills group up to a maximum of 9 credits. The remaining 10 credits may be taken from any group.

Total Qualification Time (TQT) for this qualification: 130 hours
Guided Learning Hours (GLH) for this qualification: 117 hours

OCN NI Level 1 Diploma in Vocational Skills

In order to achieve the qualification learners must complete a total of 37 credits. A minimum of 3 credits must be taken from the Core Skills group up to a maximum of 18 credits. The remaining 34 credits may be taken from any group.

Total Qualification Time (TQT) for this qualification: 370 hours
Guided Learning Hours (GLH) for this qualification: 333 hours

Please note that the units highlighted in RED are not appropriate for a school-based environment and entries will not be accepted for these units from schools.

The Qualifications consist of the following units:

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
Core Skills					
F/650/0106	CBF558	Mental Health Awareness	30	3	One
F/618/8810	CBF545	Personal Enhancement Activity	30	3	One

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R/506/5700	CBA142	Rights and Responsibilities for the Individual	10	1	One
H/506/3014	CAZ863	Diversity within Society	30	3	One
H/506/5703	CBA144	Active Citizenship in the Community	10	1	One
K/506/5704	CBA145	Career Preparation and Planning	20	2	One
M/506/5705	CBA146	Improving Assertiveness	10	1	One
A/506/5707	CBA147	Oral Presentation Skills in Practice	20	2	One
F/506/5708	CBA148	Personal Confidence and Self-Esteem	10	1	One
J/506/5709	CBA149	Skills for Decision Making	30	3	One
A/506/5710	CBA150	Study Skills and Learning Styles	10	1	One
F/506/5711	CBA151	Take Part in a Vocational Taster	30	3	One
L/506/5713	CBA152	Taking Part in an Enterprise Project	30	3	One
R/506/5714	CBA153	Teamwork Skills in Practice	30	3	One
K/506/5699	CBA154	Communication Skills for the Individual	30	3	One
Y/506/5715	CBA155	Equal Opportunities	30	3	One
D/506/5716	CBA156	Exploring Employment Opportunities	30	3	One
H/506/5717	CBA157	Interpersonal Skills for the Individual	30	3	One
K/506/5718	CBA158	Promoting Self-Improvement	10	1	One
M/506/5719	CBA159	Skills in Customer Service	30	3	One
H/506/5720	CBA160	Employment Legislation, Contracts and Pay	20	2	One
K/506/5721	CBA161	Health and Safety in Practice	10	1	One
M/506/5722	CBA162	Setting and Achieving Personal Goals	30	3	One

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D/506/2363	CAZ722	Time Management Skills	30	3	One
T/506/5723	CBA163	Using Effective Communication Skills in the Workplace	30	3	One
Y/506/5794	CBA164	Using Problem Solving Skills in the Workplace	20	2	One
T/617/3382	CBE354	Customer Service for the Retail Environment	30	3	One
Building and Construction					
T/506/5608	CBA084	Careers in Building and Construction	40	4	One
T/506/5611	CBA085	Floor and Wall Tiling Skills	30	3	One
L/506/5615	CBA086	Painting Interior Ceilings and Walls	30	3	One
Y/506/5620	CBA087	Tools and Equipment for Bricklaying	30	3	One
D/506/5621	CBA088	Working with Woodworking and Carpentry Tools	30	3	One
M/506/5865	CBA223	Environmental Awareness and Sustainability in Construction	20	2	One
H/506/5622	CBA089	Plumbing: Measuring and Marking Out	30	3	One
K/506/5623	CBA090	Bricklaying: Constructing a Half Brick Wall	30	3	One
M/506/5624	CBA091	Bricklaying: Constructing a One Brick Wide Wall	30	3	One
F/506/5627	CBA092	Bricklaying: Constructing Cavity Walls	30	3	One
J/506/5628	CBA093	Construction Drawing Skills	40	4	One
L/506/5629	CBA094	Developing Carpentry Hand Skills	30	3	One
L/506/5632	CBA095	Developing skills for Wallpapering	30	3	One

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Y/506/5634	CBA096	Plastering	30	3	One
R/617/3373	CBE350	Introduction to Glazing	36	4	One
Y/617/3374	CBE351	Introduction to Health, Safety and Welfare in Construction	54	6	One
D/617/3375	CBE352	Introduction to Plumbing	27	3	One
Catering					
F/506/5918	CBA097	Food and Drink Service	20	2	One
F/506/5661	CBA098	Health and Safety for Catering	30	3	One
A/506/5660	CBA099	Healthy Diet Planning	10	1	One
T/506/5656	CBA100	Tea and Coffee Counter Service	30	3	One
J/506/5659	CBA101	Understanding Food and Nutrition	30	3	One
F/506/5658	CBA102	Employment Opportunities within the Hospitality Industry	20	2	One
K/506/5654	CBA103	Understanding the Catering Industry	30	3	One
D/506/5652	CBA104	Cooking Skills for the Domestic Kitchen	30	3	One
A/506/5657	CBA105	Customer Service for the Hospitality Industry	30	3	One
M/506/5655	CBA106	Food Preparation and Cooking	30	3	One
M/506/5638	CBA107	Maintaining, Handling and Cleaning knives	20	2	One
H/506/5636	CBA108	Preparing Hot and Cold Sandwiches	20	2	One
M/506/5641	CBA109	Handling Food Safely	20	2	One
K/506/5640	CBA110	Prepare and Serve Drinks	30	3	One
T/506/5639	CBA111	Using Food Commodities	10	1	One
A/508/0448	CBD403	Housekeeping Services	30	3	One

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F/508/0449	CBD404	Reception Duties in the Hospitality Industry	30	3	One

Communication Technology and Office Skills					
R/506/5664	CBA117	Filing Skills	30	3	One
Y/506/5665	CBA118	Understanding Business Meetings	30	3	One
H/506/5796	CBA222	Using Database Software	30	3	One
D/506/5666	CBA119	Using Email	20	2	One
H/506/5667	CBA120	Using Imaging Software Tools	30	3	One
M/506/5669	CBA121	Using IT to Improve Productivity	30	3	One
M/506/5672	CBA122	Using Multimedia Software	30	3	One
T/506/5673	CBA123	Using Office Machines - Faxes, Photocopiers and Printers	30	3	One
A/506/5674	CBA124	Using Personal Information Management Software	20	2	One
Y/506/5682	CBA125	Using Presentation Software	30	3	One
D/506/5683	CBA126	Using Specialist Software	20	2	One
H/506/5684	CBA127	Capturing and Editing Audio Sequences	20	2	One
K/506/5685	CBA128	Design Software Skills	30	3	One
M/506/5686	CBA129	Desktop Publishing Skills	30	3	One
T/506/5687	CBA130	Developing Computer Skills	30	3	One
A/506/5688	CBA131	Accessing the Internet	30	3	One
F/506/5689	CBA132	Developing Websites	30	3	One
T/506/5690	CBA133	Mobile IT Devices	20	2	One
A/506/5691	CBA134	Using Spreadsheet Software	30	3	One

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F/506/5692	CBA135	Using Word Processing Software	30	3	One
J/506/5693	CBA136	Assisting a Business Meeting	30	3	One
L/506/5694	CBA137	Computer Security and Privacy	10	1	One
R/506/5695	CBA138	Graphic Design Skills	30	3	One
Y/506/5696	CBA139	Office Administrator Skills	20	2	One
D/506/5697	CBA140	Telephone Skills	20	2	One
H/506/5698	CBA141	Using Tablets and Mobile Devices	10	1	One
M/506/6417	CBA112	Capturing and Editing Video Sequences	20	2	One
K/507/8422	CBC990	Computerised Payroll	30	3	One
F/617/4843	CBE400	Computer Maintenance - Set-Up and Maintenance	40	4	One
T/617/4841	CBE401	Computer Maintenance	50	5	One
Creative Arts, Crafts and Performance					
A/506/5724	CBA165	Using Mixed Media	30	3	One
F/506/5725	CBA166	Computer Applications in the Arts	30	3	One
J/506/5726	CBA167	Exploring Dance Movements	30	3	One
Y/506/5780	CBA168	Applying Practical Skills and Techniques in the Arts	30	3	One
F/506/5790	CBA169	Creative Writing Skills	30	3	One
J/506/5791	CBA170	DJing Skills	30	3	One
L/506/5792	CBA171	Hand Knitting Skills	30	3	One
R/506/5793	CBA172	Performance Realisation Skills	60	6	One
K/506/5797	CBA173	Musical Theatre Performance Skills	30	3	One
M/506/5798	CBA174	Physical Theatre Performance Skills	30	3	One

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T/506/5799	CBA175	Practical Craft Skills	30	3	One
D/506/5800	CBA176	Practical Knitting Skills	30	3	One
H/506/5801	CBA177	Technical Theatre Performance Skills	30	3	One
K/506/5802	CBA178	Digital Photography Skills	20	2	One
M/506/5803	CBA179	Life Drawing	30	3	One
T/506/5804	CBA180	Painting and Design Using Mixed Media	30	3	One
A/506/5805	CBA181	Practical Ceramic Skills	30	3	One
F/506/5806	CBA182	Set Design and Construction Skills	30	3	One
D/618/6126	CBF212	Floristry	70	7	One
Horticulture					
J/506/5807	CBA183	Exploring Ecology and Conservation	30	3	One
L/506/5808	CBA184	Exploring Organic Horticulture	30	3	One
L/506/5811	CBA185	Exploring Soils and Growing Media	30	3	One
Y/506/5813	CBA186	Pruning Plants	10	1	One
K/506/5816	CBA187	Skills for Garden Maintenance	30	3	One
M/506/5817	CBA188	Understanding Environmental Issues	20	2	One
T/506/5818	CBA189	Skills for Cultivating Compost and Soils	30	3	One
A/506/5819	CBA190	Skills for Garden Horticulture	30	3	One
M/506/5820	CBA191	Skills for Herb Cultivation	30	3	One
T/506/5821	CBA192	Skills for Plant Propagation	30	3	One
A/506/5822	CBA193	Sowing and Growing Techniques	30	3	One
F/506/5823	CBA194	Use and Maintenance of Horticultural Hand Tools	30	3	One
Salon Skills for Hair and Beauty					

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J/506/5824	CBA195	Hair Care: Shampoo and conditioning	30	3	One
L/506/5825	CBA196	Hair Styling Skills	30	3	One
R/506/5826	CBA197	Make-up Application Skills	30	3	One
Y/506/5827	CBA198	Nail Art Application Skills	20	2	One
D/506/5828	CBA199	Understanding Skin Care	30	3	One
H/506/5829	CBA200	Health and Safety in the Salon Environment	20	2	One
Y/506/5830	CBA201	Teamwork within a Salon Environment	10	1	One
D/506/5831	CBA202	Understanding Hand care	30	3	One
Social Care and Early Years					
J/506/5838	CBA203	Health and Social Care Awareness	30	3	One
F/506/5840	CBA204	Person-centred support in Health, Social Care and Early Years settings	20	2	One
D/506/5845	CBA205	The role and responsibilities of the health and social care worker	10	1	One
M/506/5848	CBA206	Understanding Protection and safeguarding in health, social care and early years settings	30	3	One
T/506/5849	CBA207	Child Development	30	3	One
Y/506/5889	CBA208	Developing Language and Communication Skills in Children	30	3	One
M/506/5851	CBA209	Children's Social and Emotional Development	30	3	One
Y/506/5858	CBA210	Children's Social, Emotional and Growth Development	30	3	One

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T/506/5852	CBA211	Developing Parenting Skills	30	3	One
F/506/5854	CBA212	Listening to Children	30	3	One
J/506/5855	CBA213	The Role of Play for Early Learning	30	3	One
L/506/5856	CBA214	The Role of Play in a Child's Development	30	3	One
R/506/5857	CBA215	The Stages of Intellectual and Language Development of Children from Birth to Eight Years	30	3	One
K/506/5864	CBA216	Understand How to Care for Your Child	30	3	One
H/506/5863	CBA217	Understand How to Care for Young Children	30	3	One
D/506/5862	CBA218	Understand How to Care for your Baby	30	3	One
Y/506/5861	CBA219	Making and Using Story Sacks	30	3	One
D/506/5859	CBA220	Using Craft Activities with Children and Young People	30	3	One
Sport and Leisure					
J/618/8811	CBF546	Understanding Expedition Skills	20	2	One
L/618/8812	CBF547	Reading and Using Ordnance Survey Maps	20	2	One
L/506/5890	CBA224	Understand how Exercise Contributes to a Healthy Lifestyle	10	1	One
R/506/5891	CBA225	Exploring Health and Fitness	30	3	One
Y/506/5892	CBA226	Exploring Outdoor Pursuits	30	3	One
H/506/5894	CBA227	Personal Fitness Programme Planning	30	3	One
K/506/5895	CBA228	Principles of Sports Coaching	30	3	One
M/506/5896	CBA229	Understanding the Sport and Leisure Industry	30	3	One

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T/506/5897	CBA230	Exploring Outdoor Adventure Sports	30	3	One
A/506/5898	CBA231	Exploring Leisure Activities	30	3	One
F/506/5899	CBA232	Participating in Exercise and Fitness	40	4	One
K/506/5900	CBA233	Assisting at Leisure or Sports Events	30	3	One
M/506/5901	CBA234	Take Part in a Sporting Activity	30	3	One
Vehicle Care and Maintenance					
T/506/5902	CBA235	Motor Vehicle Workshop Safety	20	2	One
A/506/5903	CBA236	Routine Motorcycle Maintenance	30	3	One
F/506/5904	CBA237	Routine Vehicle Maintenance	30	3	One
J/506/5905	CBA238	Routine Wheel and Tyre Maintenance	20	2	One
D/506/5909	CBA239	Using Tools and Equipment Within a Motor Vehicle Workshop	20	2	One
R/506/5910	CBA240	Vehicle Body Repairs	30	3	One
L/506/5906	CBA241	Vehicle Valeting	30	3	One
R/506/5907	CBA242	Routine Vehicle Braking Systems	30	3	One
Y/506/5908	CBA243	Identification of Basic External and Internal Car Components	30	3	One

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Unit Details

Title	Mental Health Awareness
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBF558
Unit Reference No	F/650/0106

Unit purpose and aim(s): This unit will enable the learner to understand mental ill health, its causes, prevalence, effects and support.

Learning Outcomes	Assessment Criteria
1. Understand mental ill health, its causes and prevalence.	1.1. Define the terms mental health and mental ill-health. 1.2. Identify possible causes of mental health difficulties. 1.3. Identify examples of mental health difficulties. 1.4. State the percentage of people in the United Kingdom who experience mental ill health.
2. Understand the possible effects of mental ill health and media reporting and stereotyping of mental ill health.	2.1. Outline the possible effects that mental ill health can have on an individual and society. 2.2. Identify examples of how mental ill health is portrayed in the media. 2.3. Identify the possible negative effects media reporting on mental ill health may have on an individual and society. 2.4. Outline how the stereotyping of individuals experiencing mental ill health difficulties may affect individuals experiencing difficulties with their mental health.
3. Understand the rights of and support for individuals experiencing mental ill health.	3.1. State the rights of individuals experiencing mental ill-health. 3.2. Outline possible responses to address the support needs of individuals experiencing mental health difficulties. 3.3. Identify reasons which could have an impact on the responses to address support needs outlined in AC 3.2 being positive. 3.4. Identify sources of support for individuals experiencing mental ill health. 3.5. Outline ways to promote positive mental health.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

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Title	Personal Enhancement Activity
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBF545
Unit Reference No	F/618/8810

Unit purpose and aim(s): This unit will enable the learner to plan and undertake a personal enhancement activity.

Learning Outcomes	Assessment Criteria
1. Know how to plan a personal enhancement activity.	1.1. Produce a basic personal enhancement activity plan including: a) purpose and aim b) activities and time frames c) resources, skills and knowledge required d) reporting procedures
2. Be able to prepare to undertake a personal enhancement activity.	2.1. Confirm personal enhancement activity plan with supervisor. 2.2. Gather relevant resources and information required to undertake personal enhancement activity including training if required.
3. Be able to undertake and monitor personal enhancement activity.	3.1. Undertake and monitor personal enhancement activities in line with plan produced in AC 1.1.

Assessment Guidance

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

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

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22

Title	Rights and Responsibilities for the Individual
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA142
Unit Reference No	R/506/5700

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of rights and responsibilities.

Learning Outcomes	Assessment Criteria
1. Understand rights and responsibilities for an individual.	1.1. Give examples of rights and responsibilities for an individual. 1.2. Outline own individual rights and responsibilities. 1.3. Outline sources of support or information about rights and responsibilities.
2. Know how individuals can influence decisions.	2.1. Outline how individuals can influence the decisions affecting communities and the environment.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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23

Title	Diversity within Society
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CAZ863
Unit Reference No	H/506/3014

Unit purpose and aim(s): This unit will enable the learner to understand what is meant by the term diversity, be aware of diverse groups and their contribution to society.

Learning Outcomes	Assessment Criteria
1. Know what is meant by the term diversity.	1.1. Outline what is meant by the term diversity.
2. Be aware of a range of diverse groups and practices.	2.1. Identify at least two diverse groups and their practices in relation to: a) religion b) beliefs c) cultural d) food & drink e) relationships f) clothes g) festivals. 2.2. Give a reason for at least one of the practices identified. 2.3. Identify similarities across at least two diverse groups.
3. Understand the importance of respecting diversity.	3.1. Outline why it is important to respect diversity. 3.2. Give examples of a lack of tolerance of diverse groups within society.
4. Recognise the contributions of diverse groups to society.	4.1. Give examples of contributions different diverse groups make to society. 4.2. Identify advantages of living in a diverse society.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Title	Active Citizenship in the Community
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA144
Unit Reference No	H/506/5703

Unit purpose and aim(s): This unit will enable the learner to understand diversity in society and recognise the role of active participation in promoting social cohesion.

Learning Outcomes	Assessment Criteria
1. Understand the social diversity of citizens in own community.	1.1. Define what is meant by social diversity. 1.2. Outline the social diversity of citizens in own community.
2. Recognise the role of active participation in own community.	2.1. Outline ways in which diverse members of the community can interact together. 2.2. Outline own involvement in an organisation, club or activity in own community. 2.3. Identify how taking an active part in own community can contribute to social cohesion.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Career Preparation and Planning
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA145
Unit Reference No	K/506/5704

Unit purpose and aim(s): This unit will enable the learner to identify own strengths, qualities, skills and abilities and how these relate to personal career preparation and planning.

Learning Outcomes	Assessment Criteria
1. Understand own strengths, qualities, skills and abilities.	1.1. State own strengths, qualities, skills and abilities. 1.2. Outline how these may be transferable to different careers.
2. Understand sources of information, advice and guidance in relation to career planning.	2.1. Identify sources of information, advice and guidance in relation to own career planning.
3. Be able to plan for transition to the next stage of education, training or work.	3.1. Identify career goals and how these can be achieved. 3.2. Produce an application to the next stage of own education, training or work.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Improving Assertiveness
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA146
Unit Reference No	M/506/5705

Unit purpose and aim(s): This unit will enable the learner to understand assertive behaviour and when it is appropriate to be assertive.

Learning Outcomes	Assessment Criteria
1. Understand assertiveness.	1.1. Outline what is meant by assertiveness. 1.2. Give examples of assertive behaviour 1.3. Outline the benefits of assertive behaviour.
2. Understand a range of behaviours.	2.1. Outline at least two behaviours to include: a) assertive b) passive c) aggressive
3. Know when it is appropriate to be assertive.	3.1. Outline a situation in which it may be appropriate to be assertive to achieve a desired outcome. 3.2. Demonstrate how to be assertive in a given situation. 3.3. Outline the importance of self-control when being assertive.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Oral Presentation Skills in Practice
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA147
Unit Reference No	A/506/5707

Unit purpose and aim(s): This unit will enable the learner to prepare, plan and deliver an oral presentation including feedback.

Learning Outcomes	Assessment Criteria
1. Be able to prepare for, plan and deliver an oral presentation.	1.1. Demonstrate how to prepare and plan for an oral presentation taking into account the following: a) audience b) aims c) timing d) use of visual aids e) roles 1.2. Give an oral presentation to a group using the plan above.
2. Be able to give and receive feedback on an oral presentation.	2.1. Give constructive feedback to others on an oral presentation. 2.2. Use feedback from others to plan changes to own oral presentation.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Personal Confidence and Self-Esteem
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA148
Unit Reference No	F/506/5708

Unit purpose and aim(s): This unit will enable the learner to understand confidence and self-esteem. The learner will also be required to set short term goals in order to improve personal confidence and self-esteem.

Learning Outcomes	Assessment Criteria
1. Understand ways of building confidence and self-esteem.	1.1. Define confidence and self-esteem and factors that impact on them. 1.2. Identify ways of building confidence and self-esteem. 1.3. Outline a situation when he/she: 　a) felt confident 　b) lacked confidence 1.4. Outline how confidence building strategies may be applied in at least two situations. 1.5. Outline the impact of own behaviour and how it influences others' perceptions.
2. Be able to set objectives to improve personal confidence and self-esteem.	2.1. Identify short term goals to improve confidence and self-esteem. 2.2. Assess progress towards achievement of goals, identifying areas for improvement. 2.3. Outline how goal setting has contributed to own confidence and self-esteem.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Skills for Decision Making
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA149
Unit Reference No	J/506/5709

Unit purpose and aim(s): This unit will enable the learner to understand decision making skills and situations that require assertiveness and self-control.

Learning Outcomes	Assessment Criteria
1. Be able to make personal decisions and choices with confidence.	1.1. Outline own personal decisions and choices in at least two situations.
2. Be aware of the rights and responsibilities of self and others within a group.	2.1. Outline own and others' rights and responsibilities in a group situation. 2.2. Demonstrate how to contribute to a discussion in at least two situations.
3. Recognise how negotiation skills contribute to achieving a desired outcome.	3.1. Demonstrate how effective negotiation skills may be used to achieve a desired outcome.
4. Be aware of the implications and benefits of self-control and assertiveness.	4.1. Identify situations in which self-control and/or assertiveness may be used to achieve the desired outcome. 4.2. Outline benefits of being assertive.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Study Skills and Learning Styles
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA150
Unit Reference No	A/506/5710

Unit purpose and aim(s): This unit will enable the learner to understand different ways to learn, recognise own preference and identify areas for improvement.

Learning Outcomes	Assessment Criteria
1. Recognise different ways to learn.	1.1. Outline different ways to learn.
2. Understand own learning preferences.	2.1. Give examples of past learning experiences and preferred method of learning.
	2.2. Outline what contributes to a good learning experience.
3. Know how learning styles affect approaches to learning and study.	3.1. Outline how learning styles affect approaches to learning and study.
4. Be able to reflect on own approaches to learning.	4.1. Outline how to reflect on own learning approach identifying areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Title	Take Part in a Vocational Taster
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA151
Unit Reference No	F/506/5711

Unit purpose and aim(s): This unit will enable the learner to understand different job roles within a vocational area and take part in a vocational taster.

Learning Outcomes	Assessment Criteria
1. Understand different job roles within a vocational area.	1.1. Identify at least two job roles within a vocational area and the necessary skills and knowledge required for each.
2. Understand the importance of appropriate workplace presentation and behaviour.	2.1. Outline the importance of appropriate workplace presentation and behaviour including: a) dress code b) time keeping c) conduct.
3. Use relevant skills, knowledge and personal qualities in a vocational context.	3.1. Identify own role in chosen vocational context. 3.2. Carry out tasks as directed in chosen vocational context using relevant skills and knowledge. 3.3. Identify own skills, knowledge and personal qualities used.
4. Understand safe working practices within a vocational context.	4.1. Outline the health and safety procedures relevant to the vocational context. 4.2. Identify at least two safety hazards. 4.3. Identify appropriate safety equipment for given hazards. 4.4. Locate First Aid Box. 4.5. Identify member(s) of staff with responsibility for health and safety and first aid.
5. Be able to review suitability for job role in chosen vocational context.	5.1. Identify own strengths and areas for development. 5.2. Outline the positive and negative aspects of the vocational experience.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Taking Part in an Enterprise Project
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA152
Unit Reference No	L/506/5713

Unit purpose and aim(s): This unit will enable the learner to undertake an enterprise project including; advertising, selling, costs and evaluation.

Learning Outcomes	Assessment Criteria
1. Be able to select an enterprise project for a particular target market.	1.1. Use market research to select a suitable enterprise project. 1.2. Outline reasons for choice and target market. 1.3. Identify costs involved in producing the product or service and cost to customer. 1.4. Identify main competitors.
2. Understand effective marketing.	2.1. Identify personal skills/qualities required to effectively market and sell product or service. 2.2. Identify the most appropriate methods for marketing product or service. 2.3. Create a resource for marketing own product or service and give reasons for choice.
3. Evaluate own contribution to enterprise project.	3.1. Develop enterprise action plan. 3.2. Review and revise the action plan. 3.3. State what worked well and what could be improved.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Teamwork Skills in Practice
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA153
Unit Reference No	R/506/5714

Unit purpose and aim(s): This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity.

Learning Outcomes	Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Identify different roles and responsibilities within a team. 1.2. Identify own role and responsibilities within a team in a given situation.
2. Be able to contribute to the setting of team and own goals.	2.1. Outline goals identified by the team and individually. 2.2. Carry out a team activity. 2.3. Demonstrate how to communicate appropriately within the team in at least two situations.
3. Be aware of others' rights to communicate within a team.	3.1. Outline why it is important to allow others to express their view/responses without interruption.
4. Recognise the importance of co-operation within a team.	4.1. Outline at least two situations when co-operation is necessary to achieve a team goal.
5. Be able to review team performance.	5.1. Identify skills brought to a team activity by: a) self b) others 5.2. Assess what was successful within the activity and what could be done differently.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Communication Skills for the Individual
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA154
Unit Reference No	K/506/5699

Unit purpose and aim(s): This unit will enable the learner to know how to communicate and obtain information from others by engaging in discussion.

Learning Outcomes	Assessment Criteria
1. Know how to communicate with others.	1.1. Demonstrate how to use communication skills in an appropriate way to include: a) phrases for interruption b) active listening techniques c) responses d) formal language e) questioning.
2. Be able to present information to others.	2.1. Demonstrate how to present information to others using a variety of methods. 2.2. Demonstrate how to articulate at least two statements to others to include: a) straightforward fact b) explanation c) instructions d) accounts e) descriptions. 2.3. Present a short talk to a known audience, providing information and ideas in a logical sequence.
3. Be able to obtain information from others.	3.1. Demonstrate how to question others to obtain information. 3.2. Use strategies to clarify and confirm understanding.
4. Know how to engage in discussion.	4.1. Contribute to discussions on at least two straightforward topics. 4.2. Provide feedback and confirmation when listening 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/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Equal Opportunities
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA155
Unit Reference No	Y/506/5715

Unit purpose and aim(s): This unit will enable the learner to understand diversity, discrimination and recognise the importance of equal opportunities legislation.

Learning Outcomes	Assessment Criteria
1. Understand diversity.	1.1. Outline what is meant by the term diversity. 1.2. Outline why it is important to respect diversity.
2. Understand discrimination.	2.1. Outline what is meant by the term discrimination. 2.2. Give examples of discriminatory behaviour in relation to the following: a) age b) race c) gender d) sexuality 2.3. Outline ways to challenge discriminatory behaviour.
3. Understand the importance of equal opportunities legislation.	3.1. Outline the value of equal opportunities legislation and how it promotes inclusion. 3.2. Identify at least two agencies which support equal opportunities.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Title	Exploring Employment Opportunities
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA156
Unit Reference No	D/506/5716

Unit purpose and aim(s): This unit will enable the learner to be aware of different career options, identify a preferred career option and how to apply for job opportunities.

Learning Outcomes	Assessment Criteria
1. Be aware of different career options and what is involved in job search.	1.1. List own career options using information sources. 1.2. Identify own skills and abilities appropriate to chosen career option.
2. Be aware of different types of employment.	2.1. Identify the characteristics, including advantages and disadvantages of each of the following: a) employment b) self-employment c) unemployment d) voluntary work.
3. Be able to complete a job application.	3.1. Complete a job application form legibly, providing information as required. 3.2. Check the form for accurate spelling and grammar.
4. Be able to create curriculum vitae (CV).	4.1. Identify relevant personal details necessary to complete own CV. 4.2. Outline how an organisation uses CVs to select applicants for interview. 4.3. Complete own CV.
5. Know how to conduct self at an interview.	5.1. Identify how to prepare for an interview to include the following: a) appropriate dress b) time of arrival c) possible questions d) appropriate body language. 5.2. Take part in an interview. 5.3. Review performance identifying areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Interpersonal Skills for the Individual
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA157
Unit Reference No	H/506/5717

Unit purpose and aim(s): This unit will enable the learner to recognise own personal skills, how to manage stress and develop an awareness of different types of behaviours.

Learning Outcomes	Assessment Criteria
1. Recognise own personal skills.	1.1. Identify own strengths and weaknesses.
2. Understand time management.	2.1. Outline ways to improve own time management.
3. Understand how to manage stress.	3.1. Identify signs and symptoms of stress in self and others. 3.2. Outline techniques for managing stress.
4. Understand different types of criticism.	4.1. List different types of criticism and how to address them.
5. Understand how body language can be used.	5.1. Identify how body language can be used in at least two situations.
6. Understand different types of behaviour.	6.1. Identify examples of the following behaviours: a) aggressive b) passive c) assertive d) confident.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Promoting Self-Improvement
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA158
Unit Reference No	K/506/5718

Unit purpose and aim(s): This unit will enable the learner to recognise own strengths and weaknesses and how to set personal objectives for self-improvement.

Learning Outcomes	Assessment Criteria
1. Recognise own strengths and weaknesses.	1.1. Identify personal strengths and weaknesses.
2. Recognise skills that promote self-improvement.	2.1. Identify skills that promote self-improvement. 2.2. State how these could be used in the future. 2.3. Outline how to make positive choices to promote self-improvement.
3. Know how to set personal objectives.	3.1. Identify and record personal short-term goals. 3.2. Produce an action plan for achieving these goals.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Title	Skills in Customer Service
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA159
Unit Reference No	M/506/5719

Unit purpose and aim(s): This unit will enable the learner to understand customer service skills.

Learning Outcomes	Assessment Criteria
1. Understand the principles of customer service.	1.1. Outline the principles of customer service.
2. Understand the benefits to an organisation of good customer service.	2.1. Give examples of good practice in customer service and describe why good customer service is important. 2.2. Outline how good customer service promotes customers' confidence in the organisation. 2.3. Outline reasons for maintaining customer confidentiality.
3. Understand the possible consequences of poor customer service.	3.1. Outline how poor customer service can impact on: a) customers b) the organisation c) staff.
4. Understand the value of first impressions.	4.1. Give reasons why it is important to make a good first impression. 4.2. State ways of creating a positive first impression when communicating: a) face-to-face b) on the telephone c) in writing
5. Understand positive verbal and non-verbal interaction with customers.	5.1. Give examples of non-verbal communication and how it can support face to face communication. 5.2. List appropriate and inappropriate ways of communicating verbally with customers.
6. Understand how to deal with customer complaints.	6.1. Outline how to deal with and process 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/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Employment Legislation, Contracts and Pay
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA160
Unit Reference No	H/506/5720

Unit purpose and aim(s): This unit will enable the learner to understand employment legislation and be aware of rights, contract and pay.

Learning Outcomes	Assessment Criteria
1. Be aware of employment legislation.	1.1. Outline at least two policies that an organisation should have in place and their importance.
2. Be aware of statutory and contractual employment rights.	2.1. Give an example of a statutory and contractual employment right. 2.2. Outline the importance of a contract of employment and essential information it should contain. 2.3. Give an example of how a contract of employment may be breached by the employer and employee and possible consequences of each.
3. Understand payslip information.	3.1. List items on a payslip and their purpose.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Title	Health and Safety in Practice
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA161
Unit Reference No	K/506/5721

Unit purpose and aim(s): This unit will enable the learner to gain knowledge of health and safety requirements, procedures and equipment in a practical environment.

Learning Outcomes	Assessment Criteria
1. Know about health and safety requirements, procedures and equipment in a practical environment.	1.1. Outline aspects of key current Health and Safety requirements to include the following: a) Health and Safety at Work Order 1978 (NI) b) Control of Substances Hazardous to Health Regulations 1.2. Outline the correct procedures for reporting accidents and potential hazards. 1.3. Identify the correct response to two emergency situations. 1.4. State the location of at least two emergency equipment.
2. Be able to follow and manage safe working practices.	2.1. Identify the potential risks of a given situation. 2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in at least two situations. 2.3. Select and use appropriate equipment and/or techniques when carrying out a given task.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Setting and Achieving Personal Goals
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA162
Unit Reference No	M/506/5722

Unit purpose and aim(s): This unit will enable the learner to be aware of own personal attributes, their impact on own situation and how to set and achieve goals now and in the future.

Learning Outcomes	Assessment Criteria
1. Be aware of own personal attributes and how they have impacted on own situation.	1.1. Identify own personal attributes and how they have impacted on own situation with regard to: a) achievements b) skills and abilities c) interests.
2. Be aware of information resources relevant to own development opportunities.	2.1. Identify information sources relevant to own development opportunities. 2.2. Give examples of future opportunities for self-development with regard to own situation and where appropriate information can be found.
3. Know how to set and achieve personal goals.	3.1. Outline possible future goals. 3.2. Select a goal giving reason for choice stating factors which may help and/or hinder progress of achievement. 3.3. Identify sources of information to aid achievement. 3.4. Identify steps to be taken to achieve personal goal and compile a detailed checklist of actions.
4. Know how to review the achievement of personal goals.	4.1. Identify how to review the achievement of personal goals and set goals for progression.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Time Management Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CAZ722
Unit Reference No	D/506/2363

Unit purpose and aim(s): This unit will enable the learner to understand time management skills and how to implement effective time management in own life in order to reduce stress.

Learning Outcomes	Assessment Criteria
1. Understand own time management.	1.1. List the hours spent over a period of time on the following activities: a) sleeping b) eating c) working d) studying e) socialising. 1.2. Give two examples of activities for each of the following: a) productive time b) maintenance time.
2. Understand time management skills.	2.1. Outline what is meant by time management. 2.2. Identify how time management skills can be used in daily life.
3. Understand how time management may reduce stress.	3.1. Give two examples of physical and emotional symptoms of stress. 3.2. Identify how time management can help reduce stress. 3.3. Outline a plan of own time to reduce stress.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Title	Using Effective Communication Skills in the Workplace
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA163
Unit Reference No	T/506/5723

Unit purpose and aim(s): This unit will enable the learner to understand different forms of effective communication in the workplace and how to use it to deal with conflict situations.

Learning Outcomes	Assessment Criteria
1. Understand different forms of effective communication in the workplace.	1.1. Outline different forms of effective communication procedures in own workplace.
2. Understand the importance of communicating effectively with others in the workplace.	2.1. Outline the importance of communicating effectively with others in the workplace. 2.2. Outline the implications of poor communication with others in the workplace.
3. Know how to use communication to support the work of others.	3.1. Outline the importance of clear communication with others in the workplace and appropriate methods to use.
4. Understand how to deal with conflict in the workplace.	4.1. Identify own organisation's policy for managing conflict in the workplace and how communication aids this.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Title	Using Problem Solving Skills in the Workplace
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA164
Unit Reference No	Y/506/5794

Unit purpose and aim(s): This unit will enable the learner to recognise a range of problems in the workplace and how to identify appropriate solutions.

Learning Outcomes	Assessment Criteria
1. Recognise a range of problems that may arise in the workplace.	1.1. Identify the main causes of problems that may arise in the workplace.
2. Recognise solutions to workplace problems and review their effectiveness.	2.1. Identify a workplace problem and how it might be addressed using the following: a) appropriate actions b) sources of help c) collaborative working d) consequences if not addressed. 2.2. Review effectiveness of the solution identifying areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Customer Service for the Retail Environment
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBE354
Unit Reference No	T/617/3382

Unit purpose and aim(s): This unit will enable the learner to demonstrate a range of customer service skills in the retail environment.

Learning Outcomes	Assessment Criteria
1. Understand the benefits of good customer service within the retail environment.	1.1. Outline what is meant by good customer service. 1.2. State the benefits of good customer service. 1.3. Give examples of good customer service for different customers within the retail environment.
2. Be able to communicate effectively with customers.	2.1. Identify the benefits of good communication. 2.2. Outline how to deal with routine customer enquiries within the retail environment. 2.3. Demonstrate how to communicate effectively in a retail environment using verbal and non-verbal communication.
3. Understand the importance of good personal presentation.	3.1. Outline the importance of good personal hygiene and presentation in a retail environment.

Assessment Guidance

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

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

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Title	Careers in Building and Construction
Level	One
Credit Value	4
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBA084
Unit Reference No	T/506/5608

Unit purpose and aim(s): This unit will enable the learner to understand careers within the construction industry.

Learning Outcomes	Assessment Criteria
1. Know about different types of career opportunities available in building and construction.	1.1. Compare different types of career opportunities in building and construction. 1.2. Compare different types of organisations that offer careers in building and construction.
2. Understand how career choices can impact upon an individual's lifestyle.	2.1. Outline how an individual's lifestyle may be influenced by the career choices they make.
3. Be able to make informed career choices.	3.1. List career choices based upon information provided.
4. Be able to work with others.	4.1. Demonstrate good team working skills. 4.2. Follow instructions when working with others. 4.3. Communicate appropriately with others.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Floor and Wall Tiling Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA085
Unit Reference No	T/506/5611

Unit purpose and aim(s): This unit will enable the learner to understand how to tile floors and walls.

Learning Outcomes	Assessment Criteria
1. Recognise tools, equipment and materials used in floor and wall tiling.	1.1. Identify and state the purpose of basic tiling tools and equipment including: a) tile cutter b) scribe c) tile saw. 1.2 Identify different types of adhesive and tiles.
2. Recognise background surfaces.	2.1. Identify surfaces to which tiles are commonly fixed and characteristics of each.
3. Be able to plan and prepare for a tiling project.	3.1. Check straight edges are plumb including windows, doors and base units. 3.2. Use a simple gauge rod to ensure even distribution of the tiles and minimise cutting. 3.3. Clean and prepare surface. 3.4. Position tools, equipment and material as directed.
4. Be able to apply setting out and fixing techniques.	4.1. Identify and use a basic setting out procedure. 4.2. Evenly spread tile adhesive over a given area. 4.3. Position and fix tiles, ensuring that they are straight, level and in adequate contact with the adhesive. 4.4. Use tile spacers to ensure an even gap between tiles. 4.5. Clean excess adhesive from tile surface.
5. Know tile cutting techniques.	5.1. Cut tiles into internal corners, to ensure neat finish. 5.2. Select and use appropriate tools to cut round fixed obstacles. 5.3. Work in a safe manner.
6. Know grouting techniques.	6.1. Mix the grout according to instructions. 6.2. Apply grout to tiles, ensuring the joints are filled and remove any surplus. 6.3. Compact the joints and clean off any surplus. 6.4. Clean down the tiled area.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Painting Interior Ceilings and Walls
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA086
Unit Reference No	L/506/5615

Unit purpose and aim(s): This unit will enable the learner to understand how to paint interior ceilings and walls.

Learning Outcomes	Assessment Criteria
1. Be able to prepare and maintain work area.	1.1. Outline how to assess a site including actions required to prepare an area for painting. 1.2. Apply dust sheets appropriately. 1.3. Maintain a clean, safe and tidy working area.
2. Use and maintain painting tools and equipment appropriately.	2.1. Identify and use painting tools for specified tasks. 2.2. Demonstrate safe use of portable access equipment. 2.3. Clean, check and store tools and equipment and report any defects to supervisor.
3. Be able to prepare surfaces for painting.	3.1. Assess surface condition and identify appropriate action. 3.2. Demonstrate the preparation of one of the following using hand and power tools: a) wooden surfaces b) plastered surfaces c) rendered or brick surfaces d) metal surfaces.
4. Be able to paint an area.	4.1. Select and apply paint to surface/area in accordance with manufactures instructions. 4.2. Demonstrate the application of paint to give an appropriate finish including: a) free from runs b) avoiding over painting c) no obvious misses.
5. Be able to maintain work area and equipment.	5.1. Clean tools, equipment and work area as required.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Tools and Equipment for Bricklaying
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA087
Unit Reference No	Y/506/5620

Unit purpose and aim(s): This unit will enable the learner to understand how to use tools and equipment related to brickwork.

Learning Outcomes	Assessment Criteria
1. Recognise materials used in bricklaying.	1.1. Identify materials used in bricklaying including: a) bricks b) blocks c) cement d) hydrated lime e) mortar f) plasticiser.
2. Be able to stack and store materials.	2.1. Handle and store materials correctly and safely.
3. Use access equipment.	3.1. Identify access equipment. 3.2. Assist in positioning, erecting and dismantling equipment.
4. Recognise tools used in bricklaying.	4.1. Identify tools and items of equipment used in bricklaying including: a) trowels b) line & pins c) corner blocks d) scotch chisel e) spirit level f) tape measure g) soft brush h) shovel i) bucket j) wheel barrow k) builder's square l) hawk m) pocket level n) straight edge o) gauge lath (rod) p) spot board q) mechanical mixer.
5. Use a brick trowel.	5.1. Roll and spread the mortar. 5.2. Prepare a mortar bed. 5.3. Place a cross joint on a brick head. 5.4. Cut off the surplus mortar. 5.5. Handle the trowel safely.
6. Be able to re-point an area of brickwork.	6.1. Select and use one of the following finishes: keyed, struck, weather-struck, flush. 6.2. Prepare and fill a joint. 6.3. Cut/brush off mortar rags with a minimum of smearing to the face brickwork.

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7. Be able to cut, measure and level bricks.	7.1. Use a tape measure to accurately measure brickwork.
	7.2. Use a hammer and chisel to cut a brick to a given size.
	7.3. Use a spirit level to level the brick on a mortar bed.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Working with Woodworking and Carpentry Tools
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA088
Unit Reference No	D/506/5621

Unit purpose and aim(s): This unit will enable the learner to understand how to work with woodwork and carpentry tools.

Learning Outcomes	Assessment Criteria
1. Be able to use and maintain woodwork and carpentry tools.	1.1. Identify and use tools for woodwork and carpentry work. 1.2. Assess when a tool needs sharpening. 1.3. Use a wheel or oilstone to sharpen a bladed manual tool. 1.4. Outline and carry out safety checks.

2. Recognise electrical tools and their use in woodwork and carpentry.	2.1. Identify electrical tools used in carpentry and woodwork and state their uses.
	2.2 Use electrical tools to:
	   a) drill holes in timber
	   b) saw timber
	   c) sand timber
	   d) insert screws.

3. Be able to store tools used in woodwork and carpentry.	3.1. Outline how to store electrical tools. 3.2. Demonstrate the correct storage of tools and materials.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Environmental Awareness and Sustainability in Construction
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA223
Unit Reference No	M/506/5865

Unit purpose and aim(s): This unit will enable the learner to understand the principles and reasons for sustainable and environmentally aware construction practices

Learning Outcomes	Assessment Criteria
1. Know the importance of environmental awareness and sustainability in construction.	1.1. Outline the importance of environmental awareness and sustainability in construction. 1.2. Gives examples of environmental issues within construction.
2. Know how sustainable practices are applied within construction.	2.1. Give an example of: a) a building material that be recycled b) a building material that be reused c) reducing waste material in construction.
3. Know how renewable technologies and energy conservation are applied to construction.	3.1. List four examples of renewable technologies used in buildings. 3.2. Outline methods used in construction to conserve energy in buildings.
4. Understand how waste is disposed.	4.1. Outline the importance of disposing of waste in an environmentally friendly way. 4.2. List three hazards of incorrectly disposing of construction waste.

Assessment Guidance

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

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

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Title	Plumbing: Measuring and Marking Out
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA089
Unit Reference No	H/506/5622

Unit purpose and aim(s): This unit will enable the learner to use tools and equipment to measure and mark out in plumbing

Learning Outcomes	Assessment Criteria
1. Know the hand tools and equipment used for measuring and marking out.	1.1. Outline key hand tools and equipment used for measuring and marking out. 1.2. Outline the safety and basic maintenance requirements for each.
2. Know how to measure and mark out components.	2.1. Measure, mark out and record length, diameter, volume and area using: a) tape measure b) spirit level c) plumb line d) laser level e) marking pen or pencil.
3. Know how to plan and estimate materials for a given project.	3.1. Identify materials required for project. 3.2. Identify procedures for measuring and recording pipe sizes and positions. 3.3. Estimate cost involved for project. 3.4. Outline the standard method of setting out and recording data.
4. Be able to work safely.	4.1. Follow health and safety regulations when using hand tools and equipment. 4.2. Leave work area clean and free from debris disposing of waste 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

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Title	Bricklaying: Constructing a Half Brick Wall
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA090
Unit Reference No	K/506/5623

Unit purpose and aim(s): This unit will enable the learner to understand how to construct a half brick wall.

Learning Outcomes	Assessment Criteria
1. Be able to use hand tools to construct half brick wide walls.	1.1. Select and use hand tools and equipment safely for given task. 1.2. Clean, maintain and store tools safely.

2. Be able to apply relevant skills and techniques used in constructing half brick wide walls.	2.1. Apply basic trowel skills including
	  a) bed preparation
	  b) application of cross joint.
	2.2. Perform cuts to bricks using lump hammer and bolster chisel.
	2.3. Produce a mortar joint finish.

3. Understand the importance of setting out a work area.	3.1. Outline the need for planning, organising and setting out materials for a work area.

4. Be able to construct a half brick wall in stretcher bond.	4.1. Construct a half brick wide wall in accordance with instructions.
	4.2. Construct a wall in half brick wide walling including:
	  a) straight
	  b) return
	  c) piers
	  d) stopped end
	  e) return corner.
	4.3. Set out, dry bond, gauge, level, plumb, line jointing finish to acceptable standards and tolerances.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Bricklaying: Constructing a One Brick Wide Wall
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA091
Unit Reference No	M/506/5624

Unit purpose and aim(s): This unit will enable the learner to understand how to construct a one brick wide wall.

Learning Outcomes	Assessment Criteria
1. Be able to use hand tools to construct one brick wide walls.	1.1. Select and use relevant hand tools and equipment safely for a set task. 1.2. Clean, maintain and store tools safely.
2. Know materials used in bricklaying.	2.1. Give examples of suitable bricks used for bricklaying. 2.2. Identify common materials used for mixing mortar.
3. Recognise the skills and techniques used in one brick walling.	3.1. Apply basic trowel skills including: a) bed preparation b) application of cross joint. 3.2. Perform cuts to bricks using lump hammer and bolster chisel including: a) queen closer b) half brick.
4. Understand the importance of setting out a work area.	4.1. Outline the need for planning, organising and setting out materials for a work area.
5. Be able to construct a one brick wide wall.	5.1. Demonstrate the construction of a one brick wide walling including: a) straight b) return corners c) piers d) stopped end e) return corner. 5.2. Set out, dry bond, gauge, level, plumb, line, jointing finish to standards and tolerances.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Bricklaying: Constructing Cavity Walls
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA092
Unit Reference No	F/506/5627

Unit purpose and aim(s): This unit will enable the learner to build cavity walls.

Learning Outcomes	Assessment Criteria
1. Be able to use hand tools to construct cavity walls.	1.1. Select and use relevant hand tools and equipment safely for a set task. 1.2. Clean, maintain and store tools safely.

2. Know the skills and techniques used in constructing a cavity wall.	2.1. Apply basic trowel skills including:
	  a) bed preparation
	  b) application of cross joint.
	2.2. Perform cuts to bricks and 100mm blocks using lump hammer and bolster chisel including:
	  a) cut block
	  b) half brick.
	2.3. Produce a mortar joint finish including half round flush.

3. Understand the importance of setting out a work area.	3.1. Outline the need for planning, organising and setting out materials for a work area.

4. Know materials used for cavity walling.	4.1. Identify suitable brick and block type used for cavity walling including:
	  a) facing brick
	  b) common brick
	  c) lightweight
	  d) aerated
	  e) solid block
	4.2. Identify, select and install Damp Proof Courses (DPC)s.
	4.3. Identify, select and install cavity wall ties including:
	  a) stainless steel
	  b) plastic

5. Be able to construct a cavity wall.	5.1. Demonstrate the construction of at least two cavity walling including:
	  a) straight 8 bricks long (4 blocks) with double stopped end,
	  b) corner 5 bricks long by 4 bricks long with tie wires.
	  c) DPCs installed to Building Regulations
	5.2. Set out, dry-bond, gauge, level, plumb line, joining finish to standards and tolerances.

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 notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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	learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Construction Drawing Skills
Level	One
Credit Value	4
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBA093
Unit Reference No	J/506/5628

Unit purpose and aim(s): This unit will enable the learner to understand how to perform construction drawings.

Learning Outcomes	Assessment Criteria
1. Know the equipment used to produce construction drawings.	1.1. Identify drawing equipment required to produce a construction drawing.
2. Be able to prepare a sheet of drawing paper.	2.1. Create the border and title panel for a construction drawing.
3. Be able to produce a basic construction drawing.	3.1. Produce a construction drawing to include: a) a vertical section through a cavity wall b) the strip foundation to the wall c) a concrete ground floor.
4. Be able to work effectively with others.	4.1. Demonstrate good team working skills. 4.2. Follow instructions when working with others. 4.3. Communicate appropriately with others.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Developing Carpentry Hand Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA094
Unit Reference No	L/506/5629

Unit purpose and aim(s): This unit will enable the learner to develop carpentry hand skills.

Learning Outcomes	Assessment Criteria
1. Recognise hand tools used in carpentry.	1.1. Identify basic hand tools used in carpentry and their application. 1.2. Outline how to assess the condition of tools before use.
2. Be able to use face and edge marks.	2.1. Outline why face and edge marks are used in carpentry and demonstrate their use.
3. Be able to saw to a line.	3.1. Mark timber square and saw square to a line. 3.2. Mark to a given angle and saw timber square to given angle.
4. Be able to plane timber.	4.1. Select a plane for a given task. 4.2. Set a plane for use and plane timber flat.
5. Be able to use a chisel.	5.1. Mark out the timber working from the face and edge. 5.2. Saw down to the required depth. 5.3. Remove the timber with the chisel.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Developing Skills for Wallpapering
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA095
Unit Reference No	L/506/5632

Unit purpose and aim(s): This unit will enable the learner to understand how to apply wallpaper.

Learning Outcomes	Assessment Criteria

1. Understand equipment and materials used in wallpapering.	1.1. Select an appropriate range of tools and materials for wallpapering including :
	  a) plumb line
	  b) tape measure
	  c) paste brush
	  d) table
	  e) smoothing brush
	  f) paste
	  g) paper.

2. Be able to plan and prepare for a wallpapering project.	2.1. Identify defects in the surface to be papered. 2.2. Estimate the number of complete drops needed to cover the surface area. 2.3. Set up a workstation in a given position. 2.4. Mix adhesive as directed. 2.5. Measure straight drops making an allowance for trimming and cut paper. 2.6. Mark a plumb line from a given starting point.
3. Be able to apply wallpaper.	3.1. Apply adhesive to the paper ensuring even and complete coverage. 3.2. Fold paper appropriately before applying to wall. 3.3. Apply first drop to the plumb line and ensure subsequent drops are butted. 3.4. Smooth paper to minimise creases and bubbles. 3.5. Ensure internal and external angles are correctly finished. 3.6. Trim excess paper and remove any excess paste.
4. Be able to maintain tools and the working area.	4.1. Clean tools and maintain a safe and clean working area.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Plastering
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA096
Unit Reference No	Y/506/5634

Unit purpose and aim(s): This unit will enable the learner to understand the tools, equipment and materials used in plastering.

Learning Outcomes	Assessment Criteria
1. Know the range of tools and equipment used in plastering.	1.1. Identify and state the purpose of hand tools and items of equipment used in plastering including: a) brick trowel b) finishing trowel c) gauging trowel d) hawk/hand board e) float mechanical mixer.
2. Know the range of materials used in plastering.	2.1. Identify and state the purpose of materials used in plastering including: a) aggregate (soft sand and grit sand) b) hydrated lime c) cement d) perlite/browning plaster e) angle bead f) scrim cloths. 2.2. Outline and demonstrate the process involved in mixing two types of plaster.
3. Be able to identify a range of backgrounds to receive plaster.	3.1. Identify backgrounds that commonly receive plaster and their characteristics.
4. Understand preparations required before starting to plaster.	4.1. Outline checks required before starting to plaster. 4.2. Outline and apply the process for checking the suction of a wall. 4.3. Outline and apply basic methods for setting out a wall, for example, plumb and dot and broad screed. 4.4. Outline and apply the process for fixing angle-beads.
5. Understand floating techniques.	5.1. Outline the procedure for floating a wall using either plumb and dot or broad screed methods.
6. Be able to carry out basic plastering techniques.	6.1. Demonstrate how to pick up plaster from a spot board and a hawk. 6.2. Apply a plaster coat onto a sample section of wall. 6.3. Scratch the base coat. 6.4. Lay a second coat of plaster onto the wall. 6.5. Smooth surface with a float.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Introduction to Glazing
Level	One
Credit Value	4
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBE350
Unit Reference No	R/617/3373

Unit purpose and aim(s): This unit will enable the learner to be able to replace glazing in windows and doors. The learner will also gain knowledge relating to relevant legislation and safety issues associated with glazing.

Learning Outcomes	Assessment Criteria
1. Know the main tools and equipment used in glazing.	1.1 Identify and state the purpose of the following hand tools equipment used in glazing including: a) Suction lifter b) Glazing shovel c) Gasket shears d) Glass cutting wheel e) Egress hinges f) Friction hinges g) Security glazing tape h) Glazing mat
2. Be aware of legislation, standards, personal, protective equipment (PPE) relevant to glazing.	2.1. Identify and outline the relevant legislation, standards and PPE associated with the following: a) toughened glass and its use in critical areas b) laminated glass and its use under British Standard BS6206 2.2. Outline the role of Building Control in the glazing industry in a given region. 2.3. Identify the appropriate PPE for at least two different types of glazing tasks.
3. Be able to replace glazing in windows and doors.	3.1. Demonstrate the following glazing tasks identifying potential hazards during the process: a) removing and reinstalling glazing in a uPVC window b) heeling and toeing of windows or door c) using access equipment to remove and reinstall glazing at height
4. Be able to measure and order glazing.	4.1 Outline how regulations may impact on the ordering of glazing for at least three different glazing applications 4.2 Demonstrate the use of appropriate tools, equipment and choice of PPE to accurately measure glazing in the following situations: a) at ground level b) at height 4.3 Illustrate the process of ordering glazing for at least one given glazing application.

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	Learner notes/written work Learner log/diary Peer notes

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

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Title	Introduction to Health, Safety and Welfare in Construction
Level	One
Credit Value	6
Guided Learning Hours (GLH)	54
OCN NI Unit Code	CBE351
Unit Reference No	Y/617/3374

Unit purpose and aim(s): This unit will enable the learner to be aware of health and safety issues, standards, legislation and procedures associated with construction and be able to demonstrate working safely in a construction environment.

Learning Outcomes	Assessment Criteria
1. Be able to work within Health and Safety regulations.	1.1 Summarise health and safety legislation and regulations applicable to construction. 1.2 Outline the importance of Control of Substances Hazardous to Health (COSHH) and distinctive symbols. 1.3 Perform tasks within existing control measures.
2. Be aware of emergency reporting procedures and documentation.	2.1 Outline what is meant by the following and how it impacts on the construction worker: a) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) b) Construction Design and Management (CDM) Regulations 2.2 Outline the roles of Duty Holders under the CDM Regulations.
3. Identify hazards in the workplace.	3.1 Outline how the following procedures and systems are used to minimize hazards in the construction workplace: a) measuring and controlling noise levels b) advisory and mandatory signage c) methods statements d) risk assessments 3.2 Outline control measures in place within an organisation in order of importance. 3.3 Carry out a risk assessment and adhere to existing method statements.
4. Know how to lift items safely.	4.1 Outline the importance of assessing items before lifting. 4.2 Illustrate the process of safely lifting items that could potentially cause injury. 4.3 Outline the use of at least three different lifting aids.
5. Know about the safety implications of working at heights and use of access equipment.	5.1 Outline the implications for the construction worker of the Work at height Regulations and with whom the onus of responsibility rests 5.2 List at least five types of access equipment 5.3 Illustrate the safety and control measures that need to be taken into account in order to safely use ladders
6. Be able to use personal protective equipment (PPE) in the workplace	6.1 List specific PPE requirements for at least three different construction trades 6.2 Select and use appropriate PPE for a given construction activity.

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7. Be aware of the causes of fire and fire emergency procedures.	7.1 Outline the main causes of fire in a construction environment 7.2 Outline the use of the following procedures and notices in preventing or avoiding injury due to fire: a) Fire Triangle b) Prohibition notices c) Mandatory notices d) Emergency fire procedures

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

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

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69

Title	Introduction to Plumbing
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBE352
Unit Reference No	D/617/3375

Unit purpose and aim(s): This unit will enable the learner to understand how to and be able to perform plumbing maintenance tasks.

Learning Outcomes	Assessment Criteria
1. Be able to repair common faults in domestic taps.	1.1. Compare uses, common faults and repair of at least three types of domestic tap. 1.2. Identify tools required to remove and reinstall taps. 1.3. Repair common faults in at least three types of domestic taps.
2. Be able to remove and install an isolation valve.	2.1. Identify and describe the function of the components of at least two types of isolation valve. 2.2. Remove and install an isolation valve.
3. Be aware of tape, sealants and connectors used in plumbing.	3.1. Summarise how to identify and when to use polytetrafluoroethylene (PTFE) tape. 3.2. Describe the function of an "O" ring fibre washer. 3.3. Identify and demonstrate the use of at least three types piping connectors.
4. Be able to repair common faults in standard toilet cisterns.	4.1. Illustrate the function of an automatic syphon. 4.2. Identify the components in a standard domestic cistern. 4.3. Assess and repair at least three common faults in a standard toilet cistern.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

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71

Title	Food and Drink Service
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA097
Unit Reference No	F/506/5918

Unit purpose and aim(s): This unit will enable the learner to understand the importance and benefits of team work during food and drink service

Learning Outcomes	Assessment Criteria
1. Know how to serve food and drink to customers.	1.1. Outline the stages for food and drink service to customers. 1.2. Serve at least two food and drink in a professional and safe manner.
2. Be able to work as part of a food and drink service team.	2.1. Demonstrate how to work with others to: a) prepare at least two food and drink safely and hygienically. b) serve at least two food and drink c) clean service areas. 2.2. Outline the importance of working well as part of a food and drink service team.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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72

Title	Health and Safety for Catering
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA098
Unit Reference No	F/506/5661

Unit purpose and aim(s): This unit will enable the learner to understand the importance of maintaining health & safety standards within a catering environment.

Learning Outcomes	Assessment Criteria
1. Be aware of the importance of health and safety in a catering environment.	1.1. Outline the main responsibilities of employers and employees towards health and safety. 1.2. Identify health and safety hazards in the workplace and how to report them. 1.3. Outline the importance of following instructions, safety rules and safe procedures at work.

2. Be aware of the importance of food safety in a catering environment.	2.1. Outline own responsibility in relation to food safety.
	2.2. Identify what is meant by the following terms:
	  a) hazard
	  b) risk
	  c) control measure
	  d) food hygiene
	  e) contamination.
	2.3. Outline food hazards in the workplace.
	2.4. Outline how food should be handled to prevent contamination.
	2.5. Outline the importance of time/temperature controls and stock rotation.

3. Understand how to keep self and work area safe, clean and hygienic.	3.1. Outline the reasons for keeping self and work area clean and hygienic. 3.2. Outline how to maintain personal hygiene. 3.3. Outline how to keep the work area clean and hygienic. 3.4. Outline how waste should be stored and disposed of.

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

OCN NI Level 1 Award in Vocational Skills Qualification No. 601/3898/1
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73

Title	Healthy Diet Planning
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA099
Unit Reference No	A/506/5660

Unit purpose and aim(s): This unit will enable the learner to understand the importance of a healthy diet. The learner will also be asked to produce a healthy diet plan.

Learning Outcomes	Assessment Criteria
1. Understand the importance of a healthy diet.	1.1. Outline the importance of a healthy diet and its impact on health.
2. Be able to create a healthy diet plan.	2.1. Identify factors to be considered when planning a healthy diet.
	2.2. Create a healthy diet plan.

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

OCN NI Level 1 Award in Vocational Skills Qualification No. 601/3898/1
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74

Title	Tea and Coffee Counter Service
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA100
Unit Reference No	T/506/5656

Unit purpose and aim(s): This unit will enable the learner to understand the features and requirements for tea and coffee counter service.

Learning Outcomes	Assessment Criteria

1. Recognise the features and requirements for tea and coffee counter service.	1.1. List at least two teas and coffees and their country of origin.
	1.2. Identify the main features of at least two teas and coffees to inform customers.
	1.3. Identify how to store tea and coffee to maximise shelf life including:
	   a) temperature requirements
	   b) protection and wrapping
	   c) stock rotation and display.
	1.4 Outline tea and coffee counter service requirements.

2. Be able to serve tea and coffee safely.	2.1. Identify individual customer requirements.
	2.2. Serve at least two teas and coffees using appropriate tools and equipment safely.
	2.3. Demonstrate how to comply with the following counter service requirements:
	   a) cleaning schedules
	   b) personal hygiene
	   c) personal protective clothing and equipment
	   d) stock rotation.

3. Be able to use a commercial espresso machine.	3.1. Outline the features of a commercial coffee espresso machine and how it can be used to produce different types of coffee.
	3.2. Outline possible health and safety issues associated with using a commercial coffee machine.
	3.3. Demonstrate the use of a coffee grinder.
	3.4. Demonstrate the use of a commercial espresso machine to produce different types of coffee including:
	   a) espresso
	   b) cappuccino
	   c) flat white
	   d) macchiato
	   e) americano
	   f) latte.
	3.5. Demonstrate the routine cleaning and maintenance of a commercial coffee machine.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to	Learner notes/written work Learner log/diary Peer notes

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	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	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

OCN NI Level 1 Award in Vocational Skills Qualification No. 601/3898/1
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76

Title	Understanding Food and Nutrition
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA101
Unit Reference No	J/506/5659

Unit purpose and aim(s): This unit will enable the learner to understand the importance of a balanced diet for Individuals.

Learning Outcomes	Assessment Criteria
1. Know what constitutes a balanced diet for an individual.	1.1. Outline the main nutrients for a balanced diet. 1.2. List foods that contain the main nutrients and state their basic functions.
2. Recognise food allergies and their effects on an individual.	2.1. Identify at least two common food allergies and their effects.
3. Be able to prepare nutritious food.	3.1. Outline menus for people of different ages. 3.2. Prepare at least two nutritious meals using these menus.
4. Be able to present food in a way that is attractive.	4.1. Outline at least two menus to include illustrations which show how colour, texture, taste and smell can contribute to presenting attractive food. 4.2. Prepare and present at least two meals.
5. Understand that food restrictions affect the diets of religious and cultural groups.	5.1. Outline some of the food restrictions of different religious and cultural groups.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

OCN NI Level 1 Award in Vocational Skills Qualification No. 601/3898/1
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Title	Employment Opportunities within the Hospitality Industry
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA102
Unit Reference No	F/506/5658

Unit purpose and aim(s): This unit will enable the learner to understand the range of employment opportunities available within the hospitality industry

Learning Outcomes	Assessment Criteria
1. Understand the main services provided by the hospitality industry.	1.1. Identify different services offered within the hospitality industry and their purpose. 1.2. Give examples of service providers in the hospitality industry.
2. Recognise the range of job opportunities within the hospitality industry.	2.1. List different types of jobs in the industry. 2.2. Outline different working patterns in the industry. 2.3. Give examples of career promotion opportunities available in the industry. 2.4. Identify sources of information on training and career opportunities.

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
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OCN NI Level 1 Award in Vocational Skills Qualification No. 601/3898/1
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OCN NI Level 1 Diploma in Vocational Skills Qualification No. 601/3889/0
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Title	Understanding the Catering Industry
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA103
Unit Reference No	K/506/5654

Unit purpose and aim(s): This unit will enable the learner to identify the duties, procedures and requirements for work within the catering industry including equipment use and maintenance, health and safety requirements and using effective communication.

Learning Outcomes	Assessment Criteria

1. Know duties, procedures and requirements relevant to working the catering industry.	1.1. Identify duties, procedures and requirements for at least two catering roles.
	1.2. Identify workplace requirements in relation to:
	  a) personal presentation
	  b) timekeeping and attendance
	  c) behaviour.
	1.3. Identify duties and procedures for own job role and possible consequences if not adhered to.

2. Be able to use equipment when working in catering.	2.1. List common items of equipment used in catering and their purpose. 2.2. Demonstrate the use of at least two equipment. 2.3. Identify how to maintain and store equipment.

3. Know health and safety procedures for working in catering.	3.1. Outline the following procedures:
	  a) fire
	  b) accident
	  c) health and safety.

4. Be able to use effective communication within the catering industry.	4.1. Identify when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships with colleagues and managers. 4.3. Outline how to respond to at least two 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/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Cooking Skills for the Domestic Kitchen
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA104
Unit Reference No	D/506/5652

Unit purpose and aim(s): This unit will enable the learner to plan and produce a meal in a domestic kitchen.

Learning Outcomes	Assessment Criteria
1. Know how to plan and cost nutritionally balanced meals.	1.1. Identify a two-course meal incorporating basic nutritional value and costs. 1.2. State reasons for choice of meal. 1.3. Plan a two-course meal incorporating fresh ingredients and convenience foods.
2. Be able to use and maintain a range of domestic kitchen equipment.	2.1. Use appropriate domestic kitchen equipment to produce a meal. 2.2. Clean and store the equipment after use.
3. Be able to use a variety of food preparation methods.	3.1. Produce a meal using at least two food preparation methods. 3.2. Demonstrate at least two food preparation methods.
4. Recognise the importance of health and safety in a domestic kitchen.	4.1. Identify the main health and safety risks in a domestic kitchen and how they can be dealt with.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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80

Title	Customer Service for the Hospitality Industry
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA105
Unit Reference No	A/506/5657

Unit purpose and aim(s): This unit will enable the learner to demonstrate a range of customer service skills in the hospitality industry.

Learning Outcomes	Assessment Criteria
1. Understand the benefits of good customer service within the hospitality industry.	1.1. Outline what is meant by good customer service. 1.2. State the benefits of good customer service. 1.3. Give examples of good customer service for different customers within the hospitality industry.
2. Be able to communicate effectively with customers.	2.1. Identify the benefits of good communication. 2.2. Outline how to deal with routine customer needs within the hospitality industry. 2.3. Demonstrate how to communicate effectively in a hospitality environment using verbal and non-verbal communication.
3. Understand the importance of good personal presentation.	3.1. Outline the importance of good personal hygiene and presentation in a hospitality environment. 3.2. List at least two dress codes for jobs within the hospitality industry.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Food Preparation and Cooking
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA106
Unit Reference No	M/506/5655

Unit purpose and aim(s): This unit will enable the learner to understand how to prepare food using a range of cooking methods.

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate the principal methods of cooking.	1.1. Outline the principal methods of cooking. 1.2. Demonstrate at least two cooking methods for different commodities.
2. Be able to cook and present simple dishes.	2.1. Outline safe working practices for different cooking methods. 2.2. Prepare, cook and present simple dishes using safe and hygienic methods. 2.3. Clean work areas and equipment safely and hygienically during and after food preparation. 2.4. Review own performance identifying areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

OCN NI Level 1 Award in Vocational Skills Qualification No. 601/3898/1
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Title	Maintaining, Handling and Cleaning knives
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA107
Unit Reference No	M/506/5638

Unit purpose and aim(s): This unit will enable the learner to understand the purpose of knives within the food industry.

Learning Outcomes	Assessment Criteria
1. Know how to maintain, handle and clean knives.	1.1. Outline how to maintain, handle and clean knives including why: a) knives should be kept sharp b) knives should be stored safely c) appropriate knife should be selected for a given task. d) handles of knives should not be allowed to become greasy during use. e) knives should be handled and carried correctly. f) cutting surfaces should be firm, secure and clean g) knives should be cleaned between different food groups. 1.2. Outline how to report accidents. 1.3. Outline why damaged knives should not be used. 1.4. Outline contamination risks from poorly maintained knives. 1.5. Outline appropriate actions to avoid allergic reaction amongst consumers when handling and cleaning knives.
2. Be able to maintain, handle and clean knives.	2.1. Demonstrate how to: a) select knives appropriate for given task. b) ensure knives are clean and safe for use. c) sharpen knives using safe sharpening methods. d) handle knives safely for a given task. e) clean and store knives appropriately after use.

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

OCN NI Level 1 Award in Vocational Skills Qualification No. 601/3898/1
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83

Title	Preparing Hot and Cold Sandwiches
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA108
Unit Reference No	H/506/5636

Unit purpose and aim(s): This unit will enable the learner to prepare a range of hot and cold sandwiches.

Learning Outcomes	Assessment Criteria
1. Understand how to prepare hot and cold sandwiches.	1.1. Outline how to prepare hot and cold sandwiches ensuring: a) bread and fillings are fresh b) tools and equipment are clean and ready for use c) presented attractively d) stored correctly.
2. Know how to prepare hot and cold sandwiches.	2.1. Demonstrate how to prepare hot and cold sandwiches selecting the correct: a) tools and equipment b) bread c) fillings d) packaging and/or presentation. 2.2. Safely store any sandwich and fillings not for immediate use.

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

OCN NI Level 1 Award in Vocational Skills Qualification No. 601/3898/1
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OCN NI Level 1 Diploma in Vocational Skills Qualification No. 601/3889/0
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Title	Handling Food Safely
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA109
Unit Reference No	M/506/5641

Unit purpose and aim(s): This unit will enable the learner to use safe food handling techniques.

Learning Outcomes	Assessment Criteria
1. Recognise the importance of handling food safely.	1.1. Identify hazards related to food safety and outline appropriate actions. 1.2. Outline how to maintain good practice when handling food. 1.3. Give examples of how to store and dispose of waste safely.
2. Understand the need for good personal hygiene when handling food.	2.1. List ways to maintain personal hygiene including how and when to wash hands correctly. 2.2. Outline problems resulting from not maintaining personal hygiene when handling food.
3. Know how to clean a food work area.	3.1. State why cleaning is important in keeping food safe. 3.2. Outline ways of keeping the food work area clean. 3.3. Select and demonstrate safe use of cleaning materials in a food work area.
4. Recognise the importance of keeping food products safely.	4.1. Outline how to store different types of food correctly. 4.2. Outline why it is important to follow food storage instructions. 4.3. Give examples of how food should be handled and stored to avoid contamination.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Prepare and Serve Drinks
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA110
Unit Reference No	K/506/5640

Unit purpose and aim(s): This unit will enable the learner to work in a drinks service area.

Learning Outcomes	Assessment Criteria
1. Know how to prepare and serve different drinks.	1.1. List different types of drinks and the correct equipment used in the preparation of each. 1.2. Outline the main stages in serving the customer. 1.3. Use the correct equipment safely and hygienically to prepare different drinks according to instructions. 1.4. Use suitable accompaniments for drinks service.
2. Be able to work in a drinks service area.	2.1. Set up, maintain and close down the service area according to instructions.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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86

Title	Using Food Commodities
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA111
Unit Reference No	T/506/5639

Unit purpose and aim(s): This unit will enable the learner to understand the main food commodities and use them correctly.

Learning Outcomes	Assessment Criteria
1. Recognise the main food commodities.	1.1. List the main types of food commodity.
2. Know where to obtain the main food commodities.	2.1. State where different commodities can be obtained. 2.2. Outline the benefits of using different commodity suppliers in different settings.
3. Be able to correctly store the main food commodities.	3.1. Demonstrate safe and hygienic storage methods for the main food commodities.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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87

Title	Housekeeping Services
Level	One
Credit Value	3
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBD403
Unit Reference No	A/508/0448

Unit purpose and aim(s): This unit will enable the learner to understand the purpose of guest services and maintain accommodation facilities.

Learning Outcomes	Assessment Criteria
1. Recognise the purpose of guest services.	1.1. State how guest services meet customer needs. 1.2. State the role of guest services in maintaining security. 1.3. Identify the responsibilities of different job roles in guest services.
2. Be able to maintain and service accommodation facilities.	2.1. Select, use and store routine cleaning materials and equipment. 2.2. Select suitable personal protective equipment (PPE). 2.3. Maintain and service public areas, toilets and washrooms/bathrooms and bedrooms in accordance with organisations' 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

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88

Title	Reception Duties in the Hospitality Industry
Level	One
Credit Value	3
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBD404
Unit Reference No	F/508/0449

Unit purpose and aim(s): This unit will enable the learner to understand the role of a receptionist in the hospitality industry.

Learning Outcomes	Assessment Criteria
1. Understand the role of a receptionist in the hospitality industry.	1.1. State the role of a receptionist in the hospitality industry. 1.2. State how the front office meets the needs of different customers. 1.3. State how the receptionist operates in conjunction with other departments.
2. Be able to work in the front office.	2.1. Meet and greet customers. 2.2. Follow procedures when answering telephone calls. 2.3. Pass on simple messages accurately. 2.4. Deal with routine enquiries including enquiries about local events and services.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Filing Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA117
Unit Reference No	R/506/5664

Unit purpose and aim(s): This unit will enable the learner to understand how to file documents and records.

Learning Outcomes	Assessment Criteria
1. Know about the basic requirements of the Data Protection Act.	1.1. State the basic requirements of the Data Protection Act.
2. Understand the four main filing classification systems.	2.1. Outline how the four main classification systems may be used.
3. Know the importance of pre-sorting documents.	3.1. Outline the importance of pre-sorting and the procedures to be followed when pre-sorting documents.
4. Understand how to file using different filing classification systems.	4.1. Outline and use different methods of classification for filing documents.
5. Use an index.	5.1. Use an index.
6. Understand procedures for cross-referencing.	6.1. Outline when files would be cross referenced.
7. Understand the importance of returning files.	7.1. Outline the importance of returning files. 7.2. Demonstrate the procedure to be followed when lending and tracing files.

Assessment Guidance

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

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

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Title	Understanding Business Meetings
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA118
Unit Reference No	Y/506/5665

Unit purpose and aim(s): This unit will enable the learner to understand business meetings.

Learning Outcomes	Assessment Criteria
1. Know the function of meetings.	1.1. Outline why meetings need to be held. 1.2. Outline how meetings will differ depending on their purpose, size, the type of people involved and the culture. 1.3. Outline the consequences of holding ineffective meetings.
2. Understand different meeting techniques.	2.1. Compare different communication methods used in meetings. 2.2. Compare different problem solving methods used in meetings.
3. Understand how to plan a meeting.	3.1. Define the purpose, objectives and outcomes of a meeting. 3.2. Outline what points should be included in a 'blueprint agenda'. 3.3. Outline the importance of planning room layout.
4. Understand how to run a meeting.	4.1. Compare the different roles of a meeting chairman. 4.2. Outline ways to start a meeting effectively. 4.3. Outline the benefits of taking meeting minutes. 4.4. Outline good meeting behaviours.
5. Understand how to deal with difficult issues in meetings.	5.1. Compare how different individuals may behave in a meeting and how to manage these differences. 5.2. Outline ways to deal with conflict in a meeting.
6. Understand how to evaluate a meeting.	6.1. Identify ways of obtaining feedback on a meeting.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

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92

Title	Using Database Software
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA222
Unit Reference No	H/506/5796

Unit purpose and aim(s): This unit will enable the learner to understand how to use database software.

Learning Outcomes	Assessment Criteria
1. Be able to set up a database.	1.1. Identify the main components of a database. 1.2. Create a database table for a purpose using specified fielders and enter data. 1.3. Locate and amend data records. 1.4. Check data meets needs and respond to error messages, using IT tools and making corrections as necessary.
2. Be able to extract information and produce reports from databases.	2.1. Identify queries which meet information requirements. 2.2. Run simple database queries. 2.3. Identify reports which meet information requirements. 2.4. Generate and print pre-defined database reports.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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93

Title	Using Email
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA119
Unit Reference No	D/506/5666

Unit purpose and aim(s): This unit will enable the learner to understand how to use email.

Learning Outcomes	Assessment Criteria
1. Understand how to use email.	1.1. Outline the structure of email messages. 1.2. Outline routine problems with email. 1.3. Outline common types of malicious software which can affect the use of email including: a) viruses b) spyware c) key loggers. and how to keep risks to a minimum. 1.4. Outline the general conventions ('netiquette'), laws and guidelines that affect the use of email.
2. Be able to use email.	2.1. Demonstrate the sending and receiving of emails. 2.2. Demonstrate the use of email software to manage emails including: a) deleting and saving emails b) saving attachments c) finding emails 2.3. Demonstrate the application of netiquette to composing and sending emails. 2.4. Format emails. 2.5. Maintain an email address book.

Assessment Guidance

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

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

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Title	Using Imaging Software Tools
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA120
Unit Reference No	H/506/5667

Unit purpose and aim(s): This unit will enable the learner to understand the use of imaging software tools.

Learning Outcomes	Assessment Criteria
1. Be able to capture information for images.	1.1. Capture images to meet requirements. 1.2. Identify what generic copyright and other constraints apply to the use of images. 1.3. Combine information of different types or from different sources for images. 1.4. Identify the context in which the images will be used. 1.5. Outline and demonstrate the use of file formats used for saving, retrieving and exchanging images.
2. Be able to use imaging software.	2.1. Use imaging software tools and techniques to create, manipulate and edit images. 2.2. Review images against requirements and amend as required.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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Title	Using IT to Improve Productivity
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA121
Unit Reference No	M/506/5669

Unit purpose and aim(s): This unit will enable the learner to understand how to use IT to improve productivity

Learning Outcomes	Assessment Criteria
1. Plan the use of IT systems and software.	1.1. Identify and plan for the purpose for using IT. 1.2. Identify the methods, skills and resources required to complete the task successfully and reasons for choice. 1.3. Select IT systems and software applications as appropriate for the purpose. 1.4. Identify any legal or local guidelines or constraints that may affect the task or activity.
2. Use IT systems and software.	2.1. Identify and use automated routines to improve productivity or aid efficient processing or presentation.
3. Review the selection.	3.1. Review outcomes to make sure they meet the requirements of the task. 3.2. Identify the strengths and weaknesses of the completed task. 3.3. Identify ways to make further improvements to work.

Assessment Guidance

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

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

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Title	Using Multimedia Software
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA122
Unit Reference No	M/506/5672

Unit purpose and aim(s): This unit will enable the learner to understand how to utilise multimedia software.

Learning Outcomes	Assessment Criteria
1. Be able to plan the content and organisation of multimedia products.	1.1. Assess multimedia requirements. 1.2. Demonstrate how to plan the content and organisation of multimedia products to meet requirements. 1.3. Identify copyright or other constraints for using others' information.
2. Capture content.	2.1. Select and use input devices to capture multimedia content. 2.2. Combine information from different sources to meet requirements. 2.3. Identify the file format and storage media to use. 2.4. Select and use appropriate software to write multimedia files. 2.5. Store and retrieve multimedia files.
3. Use multimedia software tools.	3.1. Select and use appropriate techniques to edit and format information to meet multimedia outcomes. 3.2. Review multimedia outcomes against requirements and amend as required.
4. Be able to play and present multimedia outcomes.	4.1. Select and use a display device to display multimedia outcomes. 4.2. Demonstrate how to adjust playback of multimedia files to meet needs.

Assessment Guidance

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

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

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Title	Using Office Machines - Faxes, Photocopiers and Printers
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA123
Unit Reference No	T/506/5673

Unit purpose and aim(s): This unit will enable the learner to understand how to use faxes, scanners and photocopiers.

Learning Outcomes	Assessment Criteria
1. Be able to send faxes.	1.1. Configure fax machine to send faxes to given recipients. 1.2. Prepare and insert front cover and other pages into fax machine. 1.3. Dial recipient numbers and send faxes.
2. Be able to receive and distribute faxes.	2.1. Ensure fax machine is ready to receive faxes: a) sufficient paper b) machine switched on 2.2. Receive faxes and distribute to recipient complying with the organisational confidentiality policy.
3. Recognise and resolve problems with the fax machine.	3.1. Identify and resolve problems with the fax machine.
4. Be able to prepare the photocopier, scanner and/or printer for use.	4.1. Use the photocopier, scanner and/or printer according to the manufacturer's instructions and health and safety regulations. 4.2. Prepare photocopier, scanner and/or printer for task including checking for sufficient paper levels. 4.3. Input correct settings for the task.
5. Perform photocopying/scanning and/or printing tasks.	5.1. Use exposure glass to produce the correct number of copies of single pages. 5.2. Use automatic feeder to produce the correct number of copies of multiple pages. 5.3. Use the sort and staple function for multi-page tasks.
6. Recognise and resolve problems with the photocopier or printer.	6.1. Identify and resolve problems with the photocopier or printer.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable	Record of observation Learner notes/written work Learner log

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

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99

Title	Using Personal Information Management Software
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA124
Unit Reference No	A/506/5674

Unit purpose and aim(s): This unit will enable the learner to understand how to use personal information management software.

Learning Outcomes	Assessment Criteria
1. Be able to schedule appointments.	1.1. Demonstrate how to create, edit, delete and display calendar entries including recurring appointments. 1.2. Demonstrate how to Invite others to meetings and monitor attendance and respond to meeting requests. 1.3. Demonstrate how to create reminders for calendar appointments.
2. Be able to create a task list.	2.1. Demonstrate how to create, edit and delete task information. 2.2. Demonstrate how to organise and display tasks, setting targets for completion. 2.3. Monitor task progress and set reminders. 2.4. Report on task status and activity.
3. Be able to use an address book.	3.1. Demonstrate how to create, edit and delete contact information. 3.2. Demonstrate how to organise and display contact information. 3.3. Demonstrate how to set up a distribution list. 3.4. Outline why it is important to use personal data responsibly and safely. 3.5. Outline why and how to keep contact information up to date.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

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101

Title	Using Presentation Software
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA125
Unit Reference No	Y/506/5682

Unit purpose and aim(s): This unit will enable the learner to understand how to produce a presentation using presentation software.

Learning Outcomes	Assessment Criteria
1. Be able to capture information for presentation slides.	1.1. Identify what types of information are required for the presentation. 1.2. Select and use different slide layouts as appropriate for different types of information. 1.3. Demonstrate how to enter information into presentation slides. 1.4. Identify any constraints which may affect the presentation. 1.5. Demonstrate how to combine information of different forms or from different sources for presentations. 1.6. Demonstrate how to store and retrieve presentation files.
2. Be able to edit and format slides.	2.1. Identify what slide structure to use. 2.2. Demonstrate how to select and use an appropriate template to structure slides. 2.3. Demonstrate how to edit and format slides.
3. Be able to prepare slides for presentation.	3.1. Identify how to present slides to meet needs and communicate effectively. 3.2. Demonstrate how to prepare slides for presentation. 3.3. Review presentation and amend as required.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

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Title	Using Specialist Software
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA126
Unit Reference No	D/506/5683

Unit purpose and aim(s): This unit will enable the learner to understand how to use specialist software

Learning Outcomes	Assessment Criteria
1. Perform basic tasks with specialist software.	1.1. Demonstrate how to input information appropriately so that it is ready for processing. 1.2. Demonstrate how to organise and combine information of different forms or from different sources. 1.3. Follow local and/or legal guidelines for the storage and use of data where available. 1.4. Demonstrate how to respond appropriately to data entry error messages.
2. Be able to edit, process, format and present information.	2.1. Use appropriate tools and techniques to edit, process or format information. 2.2. Review information and amend as required. 2.3. Use appropriate presentation methods and accepted layouts.

Assessment Guidance

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

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

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104

Title	Capturing and Editing Audio Sequences
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA127
Unit Reference No	H/506/5684

Unit purpose and aim(s): This unit will enable the learner to understand how to capture and edit audio sequences.

Learning Outcomes	Assessment Criteria
1. Be able to use audio hardware and software to capture sequences.	1.1. Use input devices and built-in audio software to capture audio sequences. 1.2. Outline audio file formats. 1.3. Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.
2. Be able to use audio software tools.	2.1. Compare audio editing software. 2.2. Cut and paste short sequences to meet needs. 2.3. Combine information of different forms or from different sources, in line with any copyright constraints. 2.4. Identify copyright constraints on using others' information.
3. Be able to play and present audio sequences.	3.1. Identify appropriate playback software and audio devices to use for the sequence. 3.2. Select and use appropriate combination of software and display device to playback audio sequences. 3.3. Adjust playback and display settings so that sequences are presented to meet needs.

Assessment Guidance

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

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

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105

Title	Design Software Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA128
Unit Reference No	K/506/5685

Unit purpose and aim(s): This unit will enable the learner to understand how to use design software.

Learning Outcomes	Assessment Criteria
1. Be able to capture information for designs.	1.1. Outline the design brief. 1.2. Capture information to meet design brief. 1.3. Outline copyright issues relating to use of information for designs. 1.4. Combine information of different types or from different sources for designs. 1.5. Identify which file format to use for saving and exchanging designs. 1.6. Store and retrieve files.
2. Use design software tools.	2.1. Use appropriate tools and techniques to create manipulate and edit designs. 2.2. Review design in light of design brief and amend as required.

Assessment Guidance

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

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

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106

Title	Desktop Publishing Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA129
Unit Reference No	M/506/5686

Unit purpose and aim(s): This unit will enable the learner to understand how to use desktop publishing software.

Learning Outcomes	Assessment Criteria
1. Be able to select and use appropriate designs and page layouts.	1.1. Identify what types of information, page design and layout will be required. 1.2. Select and use an appropriate page design and layout for publications. 1.3. Select and use appropriate media for the publication.
2. Be able to input and combine information.	2.1. Input information into publications. 2.2. Identify copyright constraints on using others' information. 2.3. Organise and combine information of different types or from different sources in line with any copyright constraints. 2.4. Store and retrieve publication files.
3. Be able to edit and format publications.	3.1. Select and use appropriate techniques to edit publications and format text as required. 3.2. Edit and format images and graphic elements accurately. 3.3. Review publication against initial page design and layout and amend as required.

Assessment Guidance

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

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

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107

Title	Developing Computer Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA130
Unit Reference No	T/506/5687

Unit purpose and aim(s): This unit will enable the learner to understand how to perform basic It tasks

Learning Outcomes	Assessment Criteria
1. Understand computers and software.	1.1. Outline common types of computer hardware and how to use them. 1.2. Outline how to start a computer. 1.3. Outline common software applications and their uses. 1.4. Outline the health and safety issues, laws and guidelines associated with using IT.
2. Perform basic IT tasks.	2.1. Demonstrate basic IT tasks including: a) turning on a personal computer (PC) b) printing a document c) opening, closing and saving files d) change settings, such as sound volume, date and time 2.2. Demonstrate how to access files on a computer hard drive or local storage media.

Assessment Guidance		

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

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

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Title	Accessing the Internet
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA131
Unit Reference No	A/506/5688

Unit purpose and aim(s): This unit will enable the learner to understand how to use the internet

Learning Outcomes	Assessment Criteria
1. Be able to connect to the internet.	1.1. Compare different types of connection methods. 1.2. Demonstrate how to connect to the Internet or intranet.
2. Be able to use browser software to navigate web pages.	2.1. Demonstrate how to use a browser to navigate to web pages. 2.2. Outline and demonstrate how to change browser settings to aid navigation and meet needs. 2.3. Use browser help facilities.
3. Be able to use browser tools to search for information from the internet.	3.1. Select and use search techniques to locate required information. 3.2. Demonstrate how to save search information. 3.3. Download and save different types of information from the Internet.
4. Be able to use browser software to communicate information online.	4.1. Select and use tools and techniques to communicate information online. 4.2. Demonstrate how to a share information sources with others online. 4.3. Demonstrate how to submit information online using forms or interactive sites or post or publish information.
5. Understand importance of safety and security.	5.1. Outline the threats to user safety when working online and how to minimize them. 5.2. Demonstrate taking safety and security precautions when working online. 5.3. Keep personal information secure. 5.4. Follow relevant laws, guidelines and procedures for the use of the Internet.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

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110

Title	Developing Websites
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA132
Unit Reference No	F/506/5689

Unit purpose and aim(s): This unit will enable the learner to understand how to develop basic websites.

Learning Outcomes	Assessment Criteria
1. Be able to plan and create web pages.	1.1. Identify design criteria including: a) required content b) layout c) purpose d) target audience 1.2. Select and use a website design template to create a single web page and enter content. 1.3. Identify copyright and other constraints on using others' information. 1.4. Identify what file types to use for saving content. 1.5. Store and retrieve web files effectively, in line with local guidelines and conventions where available.
2. Be able to structure and format web pages.	2.1. Demonstrate the editing formatting and configuration of website to aid: a) usability b) navigation c) clarity 2.2. Check web pages meet needs, using IT tools and making corrections as necessary.
3. Publish web pages to the Internet or an intranet.	3.1. Upload content to a website. 3.2. Respond appropriately to common problems when testing a web 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/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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111

Title	Mobile IT Devices
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA133
Unit Reference No	T/506/5690

Unit purpose and aim(s): This unit will enable the learner to understand using mobile IT devices.

Learning Outcomes	Assessment Criteria
1. Be able to configure a mobile device.	1.1. Demonstrate how to set up, adjust and use a mobile device for use. 1.2. Identify potential health and safety issues associated with the use of mobile devices. 1.3. Follow guidelines and procedures for the use of mobile devices.
2. Be able to use applications and files on a mobile device.	2.1. Identify the different applications on the mobile device and what they can be used for. 2.2. Select and use applications and files on the mobile device for an appropriate purpose. 2.3. Organise, store and retrieve data on a mobile device.
3. Be able to transfer data to and from a mobile device.	3.1. Compare different types of secure connection methods that can be used between devices. 3.2. Demonstrate how to transfer information to and from a mobile device. 3.3. Outline copyright and other constraints on the use and transfer of information. 3.4. Outline how to keep information secure when using a mobile device.
4. Understand performance of a mobile device.	4.1. Identify factors that can affect performance of the mobile device and demonstrate how to address these. 4.2. Identify common problems that occur with mobile devices and what causes them. 4.3. Identify when and how to try to solve a problem and where to get expert advice.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable	Record of observation Learner notes/written work Learner log

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

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113

Title	Using Spreadsheet Software
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA134
Unit Reference No	A/506/5691

Unit purpose and aim(s): This unit will enable the learner to understand how to use spreadsheet software.

Learning Outcomes	Assessment Criteria
1. Be able to use a spreadsheet.	1.1. Assess information and how a spreadsheet needs to be configured to utilise information. 1.2. Enter and edit numerical and other data accurately. 1.3. Store and retrieve spreadsheet files.
2. Be able to use spreadsheet formulas and tools.	2.1. Outline how to summarise and display the required information. 2.2. Use functions and formulas to meet calculation requirements. 2.3. Use spreadsheet tools and techniques to summarise and display information.
3. Be able to present spreadsheet information.	3.1. Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns. 3.2. Outline and demonstrate how charts or graphs may be used to display information. 3.3. Demonstrate how page layout can be used to present and print spreadsheet information. 3.4. Check spreadsheet information meets requirements and amend as required.

Assessment Guidance

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

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

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114

Title	Using Word Processing Software
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA135
Unit Reference No	F/506/5692

Unit purpose and aim(s): This unit will enable the learner to understand how to use word processing software.

Learning Outcomes	Assessment Criteria
1. Be able to enter, edit and combine text and other information.	1.1. Identify what types of information are needed in documents. 1.2. Identify what templates are available and when to use them. 1.3. Demonstrate inserting text and other information. 1.4. Combine information of different types or from different sources into a document. 1.5. Enter information into existing tables, forms and templates. 1.6. Use editing tools to amend document content. 1.7. Store and retrieve document files.
2. Be able to organise information within word processing documents.	2.1. Create and modify tables to organise tabular or numeric information. 2.2. Select and apply heading styles to text.
3. Be able to format and present documents.	3.1. Demonstrate how to format text to enhance presentation. 3.2. Select and use appropriate page layout to present and print documents. 3.3. Review document and amend as required.

Assessment Guidance

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

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

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115

Title	Assisting a Business Meeting
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA136
Unit Reference No	J/506/5693

Unit purpose and aim(s): This unit will enable the learner to understand business meetings.

Learning Outcomes	Assessment Criteria

1. Know the purpose of business meetings.	1.1. Outline why meetings need to be held.
	1.2. Outline the purpose of the following:
	   a) an agenda
	   b) minutes
	   c) role of a chairperson

2. Understand different meeting techniques.	2.1. Compare different communication methods used in meetings. 2.2. Compare different problem solving methods used in meetings.
3. Know how to prepare, set-up and support a business meeting.	3.1. Outline the steps required to prepare for a business meeting. 3.2. Outline the importance of planning room layout. 3.3. Demonstrate how to set up a room for a meeting. 3.4. Provide support at a business meeting.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	1
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA137
Unit Reference No	L/506/5694

Unit purpose and aim(s): This unit will enable the learner to understand basic computer security and privacy.

Learning Outcomes	Assessment Criteria
1. Understand the basics of computer security and privacy.	1.1. Outline what is meant by computer security and privacy 1.2. Outline threats to your computer and the measures that should be taken to protect against these.
2. Understand how to protect your computer and your data.	2.1. Outline guidelines for protecting your computer identifying best practice for securing online and network transactions. 2.2. Describe measures for protecting e-mail and instant messaging.
3. Understand how to protect yourself and your family from security threats.	3.1. Outline measures to protect your privacy from online predators.
4. Understand how to keep your computer secure and updated.	4.1. Outline the security settings on your computer and their purpose and how to keep your computer up-to-date.
5. Understand computer ethics.	5.1. Outline intellectual property and copyright as they apply to computing. 5.2. Give examples of copyright violation and the measures to prevent those acts. 5.3. Outline the legal concerns associated with information exchange.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Graphic Design Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA138
Unit Reference No	R/506/5695

Unit purpose and aim(s): This unit will enable the learner to understand the purpose of graphic design. The learner will also be required to complete a graphic design project.

Learning Outcomes	Assessment Criteria
1. Understand the purpose of graphic design.	1.1. Outline the purpose of graphic design and how it may be used.
2. Be able to plan work for a graphic design project.	2.1. Identify sources of material/information to support a graphic design project. 2.2. Produce an action plan for a graphic design project to include: a) key stages b) time scales
3. Be able to use design tools, equipment and techniques to complete a graphic design project.	3.1. Identify tools and equipment used in a graphic design project. 3.2. Demonstrate the use of tools and equipment to complete a graphic design project. 3.3. Review graphic design project identifying areas for improvement.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Office Administrator Skills
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA139
Unit Reference No	Y/506/5696

Unit purpose and aim(s): This unit will enable the learner to understand the role of an office administrator and the associated tasks.

Learning Outcomes	Assessment Criteria
1. Understand the role of an office administrator.	1.1. Outline at least two administration activities and how these contribute to a workplace. 1.2. Outline why personal appearance is important. 1.3. Demonstrate how to greet, direct and introduce a visitor appropriately.
2. Know how to carry out a range of basic administrative tasks.	2.1. Carry out at least two administrative tasks using appropriate equipment when required. 2.2. Outline why it is important to maintain confidentiality within an office environment.
3. Be aware of the importance of good self-presentation and time management.	3.1. Outline the importance of good self-presentation to include the following: a) appropriate dress b) manner 3.2. Outline the importance of own time management.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Telephone Skills
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA140
Unit Reference No	D/506/5697

Unit purpose and aim(s): This unit will enable the learner to make and receive telephone calls appropriately.

Learning Outcomes	Assessment Criteria
1. Be able to use a telephone system in an office environment.	1.1. Outline how to use a telephone system to facilitate internal and external calls. 1.2. Outline the importance of confidentiality and security when dealing with callers.

2. Be able to make and receive telephone calls.	2.1. Outline the purpose of at least two telephone calls.
	2.2. Demonstrate how to make a telephone call including the following:
	  a) confirm details of caller
	  b) communicate basic information clearly and accurately
	2.3. Demonstrate how to receive a telephone call including the following:
	  a) answer promptly and politely
	  b) identify the caller and reason for call
	  c) transfer calls to colleagues
	  d) take a short message

3. Recognise the importance of handling calls appropriately.	3.1. Outline the importance of handling calls appropriately. 3.2. Outline how appropriate tone and language create a positive impression.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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120

Title	Using Tablets and Mobile Devices
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA141
Unit Reference No	H/506/5698

Unit purpose and aim(s): This unit will enable the learner to understand how to use tablets and mobile devices.

Learning Outcomes	Assessment Criteria
1. Be aware of tablet and mobile device uses.	1.1. Outline at least two uses for tablets and mobile devices.
2. Be able to access media files on tablets and mobile devices.	2.1. Demonstrate the use of tablets and mobile devices including: a) browsing the internet b) viewing and saving videos, photos and other media files c) downloading and using apps
3. Be able to modify text, images and video on tablets and mobile devices.	3.1. Demonstrate the use of tablets and mobile devices to capture and edit text, images and video.
4. Be able to communicate using tablets and mobile devices.	4.1. Demonstrate the use of tablets and mobile devices to communicate.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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121

Title	Capturing and Editing Video Sequences
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA112
Unit Reference No	M/506/6417

Unit purpose and aim(s): This unit will enable the learner to understand how to capture and edit video sequences.

Learning Outcomes	Assessment Criteria
1. Be able to use video hardware and software to capture sequences	1.1. Use input devices and built-in video software to capture video sequences. 1.2. Outline video file formats. 1.3. Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.
2. Be able to use video software tools.	2.1. Compare video editing software. 2.2. Cut and paste short sequences to meet needs. 2.3. Combine information of different forms or from different sources, in line with any copyright constraints. 2.4. Identify copyright constraints on using others' information.
3. Be able to play and present video sequences	3.1. Identify appropriate playback software and video devices to use for the sequence. 3.2. Select and use appropriate combination of software and display device to playback video sequences. 3.3. Adjust playback and display settings so that sequences are presented to meet needs.

Assessment Guidance

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

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

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122

Title	Computerised Payroll
Level	One
GLH	27
Guided Learning Hours (GLH)	3
OCN NI Unit Code	CBC990
Unit Reference No	K/507/8422

Unit purpose and aim(s): This unit will enable the learner to understand computerized payroll and preform basic operations associated with using computerised payroll software.

Learning Outcomes	Assessment Criteria
1. Be able to perform initial start-up procedures.	1.1. Perform initial start-up procedures. 1.2. Load appropriate software.
2. Be able to enter new items.	2.1. Demonstrate how to create new company details, pay elements and add employees.
3. Be able to generate reports.	3.1. Demonstrate how to select a given category and report, preview and print a report.
4. Be able to amend data.	4.1. Demonstrate how to open and amend existing data including: a) process date b) company details c) employee details
5. Be able to process payroll.	5.1. Demonstrate how to update and perform payroll processing activities.
6. Be able to back up data and exit payroll software.	6.1. Back up payroll data appropriately and exit software.
7. Be able to make employer deductions.	7.1. Demonstrate how to add given employer deductions and print a pre-update report.
8. Be aware of types of deduction made by the Inland Revenue.	8.1. Outline the legislation regarding Pay As You Earn, National Insurance Contributions and other Inland Revenue deductions.
9. Be aware of the documentation required by government in regard to payroll.	9.1. Identify government documentation regarding payroll and its purpose including: a) P45 b) P11
10. Demonstrate how to apply statutory sickness pay (SSP).	10.1. Outline the legislation regarding SSP.
11. Demonstrate how to process employees leaving the company.	11.1. Demonstrate how to process documentation and update payroll data for employees leaving a company.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

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124

Title	Computer Maintenance - Set-Up and Maintenance
Level	One
Credit Value	4
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBE400
Unit Reference No	F/617/4843

Unit purpose and aim(s): This unit will enable the learner to be able to set up and maintain basic computer systems.

Learning Outcomes	Assessment Criteria
1. Be able to identify the main components and peripherals that comprise a basic computer system.	1.2. Outline the differences between hardware and software. 1.3. Outline the differences between operating system and application software. 1.4. State the importance of creating and maintaining systems logs and inventories. 1.5. Identify the main software and hardware components of a given computer system. 1.6. Identify at least five different peripherals and how they should be connected to a given computer system.
2. Be able to set up the hardware components of a basic computer system.	2.1. Outline the health and safety and electrostatic discharge (ESD) issues that need to be considered when setting up a computer system. 2.2. Create a plan of the final computer system to meet given requirements and functionality. 2.3. Assemble appropriate tools and components 2.4. Assemble, test and fault find as required to ensure computer system functions. 2.5. Update records as required.
3. Be able to install software on a basic computer system.	3.1. Identify at least three different operating systems and their system requirements. 3.2. Outline the use of at least three different types of application software. 3.3. Outline why device drivers are needed and how they should be accessed and installed. 3.4. Install, test and fault find the operating system for a given computer system. 3.5. Install, test and fault find as required at least one device driver and at least one type of application software. 3.6. Update records as required.
4. Be able to perform maintenance procedures.	4.1. Outline the importance of performing regular maintenance procedures on a computer system's hardware and software components. 4.2. Carry out maintenance procedures on a computer system's hardware and software components. 4.3. Update records as required.

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

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Title	Computer Maintenance
Level	One
Credit Value	5
Guided Learning Hours (GLH)	45
OCN NI Unit Code	CBE401
Unit Reference No	T/617/4841

Unit purpose and aim(s): This unit will enable the learner to understand the basics of computer maintenance.

Learning Outcomes	Assessment Criteria
1. Know the components of personal computer (PC) system and peripherals.	1.1. Identify the main hardware and software components of a PC.

2. Be able to perform installation and setup of personal computer systems.	2.1. Outline how to install peripherals and software on a PC and the problems that may occur during these processes.
	2.2. Connect at least two different types of peripherals.
	2.3. Install a PC operating system and at least one other form of software on a personal computer system.
	2.4. Perform PC maintenance activities in a safe manner including:
	  a) handling components appropriately
	  b) handling tools and equipment appropriately
	  c) working in a safe manner in relation to electrical power components
	  d) using safe manual handling techniques
	  e) identification of appropriate safety equipment to be used
	  f) using PCs in a safe manner

3. Understand Health and Safety and Environmental issues related to PC maintenance.	3.1. Outline how health and safety applies to the maintenance of PCs. 3.2. Outline how Control of Substances Hazardous to Health (COSHH) may apply to PC maintenance. 3.3. Illustrate how at least three different PC components may be disposed of safely. 3.4. Outline the potential electrical health and safety issues associated with working with different voltages and PC components related to electrical voltages including selection of appropriate fuses. 3.5. Identify at least two types of fire extinguishers that may be safely used around electrical equipment fires and at least one that may not be used.
4. Be able to install and set up security software on PCs.	4.1. Outline at least three different types of software licences. 4.2. Outline the importance of ensuring a PC has appropriate security software installed. 4.3. Perform appropriate security checks on a PC. 4.4. Install and set up appropriate PC security software.
5. Be able to install and set up data backup equipment and software.	5.1. Outline why it is important to back up data. 5.2. Install and set up appropriate data backup equipment and software.
6. Know how to demonstrate good practice in customer care.	6.1. Outline the benefits of good customer care in relation to PC maintenance.

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	6.2. Illustrate how to identify customer needs and respond to customer complaints.
	6.3. Outline why it is important and how to present a professional image to the customer.

Assessment Guidance

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

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Title	Using Mixed Media
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA165
Unit Reference No	A/506/5724

Unit purpose and aim(s): This unit will enable the learner to develop ideas when working with mixed media.

Learning Outcomes	Assessment Criteria
1. Be able to develop ideas for work in mixed media.	1.1. Identify ideas and aims for work in mixed media.
2. Be able to plan and produce a mixed media piece.	2.1. Produce a design for a mixed media piece including the necessary materials and equipment.
	2.2. Identify key stages of work for a mixed media piece.
	2.3. Use appropriate materials and techniques to complete mixed media work.
3. Be able to work safely using mixed media.	3.1. Follow health and safety practices when working with mixed media.
4. Review own performance and personal skills.	4.1. Outline what was successful and what was not so successful and areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Computer Applications in the Arts
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA166
Unit Reference No	F/506/5725

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of how software packages can be used within the arts.

Learning Outcomes	Assessment Criteria

1. Be able to use software packages in the arts.	1.1. Select media for a given arts task.
	1.2. Demonstrate the application of software packages for a given arts task to include:
	   a) loading selected software
	   b) create text/images/notations
	   c) enter information
	   d) editing
	   e) format, position and size of image/text
	   f) adjust shape
	   g) delete items
	   h) save and print task
	   i) retrieve named files
	   j) rename and save files
	1.3. List the advantages and disadvantages of the software package used.
	1.4. Identify areas for development and/or improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Title	Exploring Dance Movements
Level	Level One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA167
Unit Reference No	J/506/5726

Unit purpose and aim(s): This unit will enable the learner to explore dance movements and reflect on own performance.

Learning Outcomes	Assessment Criteria
1. Understand dance movements.	1.1. Demonstrate dance movements to the following: a) different types of music b) in own space c) as part of a group 1.2. Demonstrate at least two dance performances to include: a) personal freeform dance b) simple solo dance sequence c) simple group dance sequence
2. Know how to review and reflect on own dance performance.	2.1. Outline strengths and identify areas for improvement of own dance performance.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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131

Title	Applying Practical Skills and Techniques in the Arts
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA168
Unit Reference No	Y/506/5780

Unit purpose and aim(s): This unit will enable the learner to develop practical skills and techniques in the arts.

Learning Outcomes	Assessment Criteria
1. Be able to use practical skills and techniques for a chosen art activity.	1.1. Outline the skills and techniques involved in the chosen art activity. 1.2. Use skills and techniques to undertake a chosen art activity.
2. Be able to plan and execute an art activity.	2.1. Plan an art activity, identifying each stage of process/development and associated materials and equipment. 2.2. State problems which may be encountered.
3. Understand the health and safety requirements for a chosen craft.	3.1. Outline safe working practices for a chosen craft. 3.2. Identify risks and hazards. 3.3. Follow relevant safe working practices.
4. Be able review own development.	4.1. Assess practical skills and techniques gained. 4.2. Identify areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Creative Writing Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA169
Unit Reference No	F/506/5790

Unit purpose and aim(s): The unit will enable the learner to understand how to write creatively.

Learning Outcomes	Assessment Criteria
1. Understand the difference between fiction and non-fiction.	1.1. Outline the difference between fiction and non-fiction.
2. Understand sources for creative writing.	2.1. Identify stimuli which may be used as a basis for a piece of creative writing. 2.2. Identify personal events that may be used as a basis for creative writing. 2.3. Write a short piece based on a personal event or memory. 2.4. Write a short piece about a character, place or event using one of the sources identified.
3. Understand the importance of planning and re-drafting in creative writing.	3.1. Outline the importance of planning and re-drafting in creative writing. 3.2. Produce a plan for a short piece of writing. 3.3. Produce a first draft. 3.4. Re-draft the piece as a result of own and others feedback.
4. Understand the importance of choosing a particular reading audience.	4.1. Outline the importance of choosing a particular reading audience. 4.2. Identify an appropriate audience for a short piece of writing.
5. Be able to assess own work.	5.1. Assess own work identifying areas for improvement following audience feedback.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	DJing Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA170
Unit Reference No	J/506/5791

Unit purpose and aim(s): This unit will enable the learner to understand how to set up and use a DJing rig.

Learning Outcomes	Assessment Criteria
1. Understand the functions and components of a DJ rig.	1.1. Outline the functions and components of a DJ rig.
2. Understand how to safely set up a DJ rig.	2.1. Identify health and safety issues related to setting up a DJ rig. 2.2. Identify safety issues related to electrical equipment when setting up a DJ rig. 2.3. Construct a DJ rig.
3. Understand how to use headphones and turntable.	3.1. Use headphones to monitor second record in order to set up a mix. 3.2. Drop in second song keeping beats together. 3.3. Sync up tracks and adjust using pitch control. 3.4. Manually adjust revolution of the songs to keep beats synchronised for a minute.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Hand Knitting Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA171
Unit Reference No	L/506/5792

Unit purpose and aim(s): This unit will enable the learner to demonstrate basic knitting skills

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate hand-knitting techniques.	1.1. Produce accurate knitting samples demonstrating the following techniques including: a) correct tension swatches b) casting on and casting off c) increasing and decreasing stitch size d) garter stitch e) variations f) rib effects g) eyelets h) repeat patterns i) multiple colours over multiples of 12 stitches from pattern chart
2. Be able to finish knitwear.	2.1. Block and press knitted samples to accurate size and shape.
3. Understand oral and written instructions.	3.1. Follow oral/written instructions and terminology.
4. Be aware of current styles and trends in knitwear.	4.1. Identify current styles and trends in knitwear.

Assessment Guidance

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

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

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Title	Performance Realisation Skills
Level	One
Credit Value	6
Guided Learning Hours (GLH)	54
OCN NI Unit Code	CBA172
Unit Reference No	R/506/5793

Unit purpose and aim(s): This unit will enable the learner to demonstrate performance realisation skills.

Learning Outcomes	Assessment Criteria
1. Understand the disciplines and techniques relating to performance realisation.	1.1. Outline and demonstrate how to communicate the meaning of text through performance realisation by being: a) positive b) energetic c) committed 1.2. Work collaboratively with others.
2. Be able to assess own performance.	2.1. Assess own performance identifying areas for improvement, including audience feedback.
3. Recognise the value of audience and production team critique.	3.1. Assess the final production including critique from the following: a) production team b) audience 3.2. Outline possible changes to production following feedback.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Musical Theatre Performance Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA173
Unit Reference No	K/506/5797

Unit purpose and aim(s): This unit will enable the learner to understand participation skills for musical theatre.

Learning Outcomes	Assessment Criteria
1. Understand the elements of musical theatre.	1.1. Outline elements of musical theatre including: a) performing b) technical c) production
2. Be able to participate in a musical theatre production.	2.1. Outline own role within a musical theatre production. 2.2. Participate in a musical theatre production. 2.3. Record own contribution to production over a given period of time.
3. Be able to assess own contribution to production.	3.1. Assess own contribution to musical theatre production identifying areas for improvement.

Assessment Guidance

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

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

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137

Title	Physical Theatre Performance Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA174
Unit Reference No	M/506/5798

Unit purpose and aim(s): This unit will enable the learner to understand participation skills for physical theatre performance

Learning Outcomes	Assessment Criteria
1. Understand health and safety issues relating to physical theatre.	1.1. Outline health and safety issues in relation to physical theatre.
2. Understand the importance of safe practice methods within physical theatre.	2.1. Outline and demonstrate physical warm up activities to ensure safe practice. 2.2. Outline and demonstrate trust building activities to ensure safe practice.
3. Be able to demonstrate movement for physical theatre.	3.1. Demonstrate at least two movements ensuring they are: a) controlled b) correctly executed c) safe d) completed confidently
4. Be able to choreograph simple physical performance sequences.	4.1. Choreograph a simple physical performance sequence ensuring they include: a) at least two simple, confident moves linked smoothly b) safe practice
5. Be able to assess own performance following feedback.	5.1. Review feedback. 5.2. Assess own performance identifying areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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138

Title	Practical Craft Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA175
Unit Reference No	T/506/5799

Unit purpose and aim(s): This unit will enable the learner to understand how to use craft skills with natural materials.

Learning Outcomes	Assessment Criteria
1. Be able to carry out craft tasks safely.	1.1. Identify different craft tools. 1.2. Demonstrate the safe use of craft tools.
2. Be able to plan a craft project.	2.1. Plan and design craft project identifying the necessary tools and materials. 2.2. Outline techniques required to produce craft project.
3. Be able to produce craft work.	3.1. Produce a final piece of craft work using correct techniques.

Assessment Guidance

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

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

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Title	Practical Knitting Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA176
Unit Reference No	D/506/5800

Unit purpose and aim(s): This unit will enable the learner to understand how to knit garments

Learning Outcomes	Assessment Criteria
1. Be able to prepare and construct a knitted garment.	1.1. Select and prepare pattern and yarn for knitted piece identifying reasons for selection. 1.2. Produce knitted piece according to pattern instructions ensuring correct shaping and tension. 1.3. Identify required notions.
2. Be able to use construction methods to produce knitted piece.	2.1. Demonstrate permanent stitching to include : a) correct stitch type b) length c) thread 2.2. Demonstrate a permanent seam type taking account of: a) appropriate smooth, flat and even finish b) weight of yarn 2.3. Demonstrate the use of hand or machine stitching using correct thread and stitch size.
3. Be able to incorporate hem and edge finishes.	3.1. Outline the use of the following hems and finishes: a) basic plain hem b) simple rib finishes c) basic edge finishes d) neck and front bands e) simple machine or hand knitted f) crocheted decorative edges 3.2. Select and use hem and edge finishes as appropriate to the knitted piece.
4. Be able to incorporate fastenings.	4.1. Identify at least two common fastenings including: a) buttons and button holes b) worked loops c) toggles d) poppers e) ties f) tassels 4.2. Use at least two fastenings ensuring they are secure, flat and neat.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Technical Theatre Performance Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA177
Unit Reference No	H/506/5801

Unit purpose and aim(s): This unit will enable the learner to understand technical skills for performance.

Learning Outcomes	Assessment Criteria
1. Understand health and safety in relation to technical performance.	1.1. Outline health and safety issues in relation to technical performance.
2. Be able to contribute to the process of creating a performance.	2.1. Outline and demonstrate how to contribute ideas to plan a short performance in collaboration with others. 2.2. Identify own role and responsibilities.
3. Understand the technical skills required for performance through rehearsal.	3.1. Outline technical skills relating to performance. 3.2. Demonstrate technical skills through practice assessing progress over a given period of time.
4. Be able to contribute to a final performance.	4.1. Demonstrate the application of skills confidently in a final performance.
5. Be able to reflect on own performance.	5.1. Review own performance identifying areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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142

Title	Digital Photography Skills
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA178
Unit Reference No	K/506/5802

Unit purpose and aim(s): This unit will enable the learner to understand digital photography

Learning Outcomes	Assessment Criteria
1. Understand the functions of a digital camera.	1.1. Outline the functions and controls of a digital camera and their applications.
2. Be able to use a digital camera.	2.1. Demonstrate the use of a digital camera using: a) various features and tools b) different environments c) at least two photographic techniques d) at least two finishes
3. Be able to use a software package to process digital photographs.	3.1. Demonstrate the use of a software package to process digital photographs using: a) at least two editing techniques b) at least two formats c) saving and printing

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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143

Title	Life Drawing
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA179
Unit Reference No	M/506/5803

Unit purpose and aim(s): This unit will provide the learner with an introduction to different life drawing approaches.

Learning Outcomes	Assessment Criteria
1. Recognise different life drawing approaches.	1.1. Compare different approaches to life drawing. 1.2. Demonstrate shadowing, proportion and shape.
2. Understand proportion when drawing from a life model.	2.1. Draw using a live model incorporating: a) proportions b) shadowing c) shape d) line e) tone
3. Understand the importance of maintaining a personal sketchbook.	3.1. Outline the importance of maintaining a personal sketchbook. 3.2. Use a personal sketchbook to demonstrate development of technique and ideas.
4. Understand safe working practices.	4.1. Demonstrate safe working practices.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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144

Title	Painting and Design Using Mixed Media
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA180
Unit Reference No	T/506/5804

Unit purpose and aim(s): This unit will provide the learner with an introduction to painting with mixed media

Learning Outcomes	Assessment Criteria

1. Be able to develop ideas for a mixed media design brief.	1.1. Develop ideas for a mixed media design brief:
	    a) from primary and secondary sources
	    b) using appropriate visual language
	1.2. Present ideas for selected mixed media design brief.
	1.3. Use feedback to produce final design brief.

2. Be able to use mixed media methods following design brief.	2.1. Use at least two mixed media methods to produce final design using the correct:
	    a) materials
	    b) techniques
	    c) choice of form and content
	2.2. Present final piece according to design brief.

3. Know about Health and Safety procedure.	3.1. Follow Health and Safety procedure. 3.2. Use safe studio practice.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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145

Title	Practical Ceramic Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA181
Unit Reference No	A/506/5805

Unit purpose and aim(s): This unit will provide the learner with an introduction to ceramics techniques.

Learning Outcomes	Assessment Criteria
1. Know the materials, tools and techniques used in ceramics.	1.1 Outline the materials and tools and techniques used in ceramics. 1.2 Compare different techniques in ceramics and their application.
2. Be aware of the making, drying and firing processes in clay work.	2.1 Outline the properties of clay. 2.2 Outline the changes that take place during the following processes: 　a) making 　b) drying 　c) firing
3. Be able to use techniques and materials in ceramics.	3.1 Use materials, techniques and tools to produce at least two ceramic items. 3.2 Demonstrate the appropriate use of clay.
4. Understand safe working practices.	4.1. Demonstrate safe working practices.

Assessment Guidance

The learner can select from the following assessment method/s but should ensure all learning outcomes and assessment criteria are fully covered:

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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146

Title	Set Design and Construction Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA182
Unit Reference No	F/506/5806

Unit purpose and aim(s): This unit will enable the learner to design and construction basic set elements.

Learning Outcomes	Assessment Criteria
1. Know how to work safely.	1.1. Outline the safety issues associated with set design and construction. 1.2. Demonstrate working in accordance with health and safety practices and procedures.
2. Be able to design basic elements of a set.	2.1. Outline the tools, techniques and process involved in set design. 2.2. Apply design techniques to design a basic set.
3. Be able to construction a basic set.	3.1. Outline the tools, techniques and process involved in set design construction. 3.2. Demonstrate the construction of a basic set.

Assessment Guidance

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

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

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147

Title	Floristry
Level	One
Credit Value	7
Guided Learning Hours (GLH)	63
OCN NI Unit Code	CBF212
Unit Reference No	D/618/6126

Unit purpose and aim(s): This unit will enable the learner to gain the floral crafts skills to enable them to undertake the design, production, presentation and evaluation of basic floristry projects.

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate floral craft skills.	1.1. Identify plant materials used in floristry. 1.2. Identify equipment used in floristry and their uses. 1.3. Apply floral craft skills to make use of materials, techniques and resources to undertake given basic floral craft projects. 1.4. Maintain a safe working environment.
2. Be able to use ideas to inform the floral design process.	2.1. Use ideas from different sources to inform the floral design process. 2.2. Present ideas to others. 2.3. Utilise feedback from others and assess own ideas to inform the floral design process. 2.4. Create floral designs. 2.5. Maintain a safe working environment
3. Be able to undertake basic floristry projects.	3.1. Plan and prepare for production of basic floristry projects. 3.2. Produce basic floristry projects. 3.3. Present basic floristry projects to a given audience. 3.4. Reflect on basic floristry projects identifying possible areas for improvement. 3.5. Maintain a safe working environment.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

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149

Title	Exploring Ecology and Conservation
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA183
Unit Reference No	J/506/5807

Unit purpose and aim(s): This unit will enable the learner to understand the impact of ecology and conservation on the environment.

Learning Outcomes	Assessment Criteria
1. Recognise the impact of plant and animal interaction on the environment.	1.1. Identify the impact of plants and animals on the environment.
2. Understand plant structures and their purpose.	2.1. Outline at least two plant structures and their functions.
3. Know the basic principles of species evolution.	3.1. Outline the basic principles of species evolution including populations and communities. 3.2. Outline what the concept of 'survival of the fittest' means.
4. Understand eco-system development.	4.1. Outline eco-system development using standard terms. 4.2. Identify mature vegetation zones using standard terms. 4.3. Outline the process of succession with examples of associated plant and animal groups.
5. Recognise an environmental issue.	5.1. Identify an environmental issue. 5.2. Outline key facts including the pros and cons.
6. Be aware of the need for plant and animal conservation.	6.1. Outline the main principles of conservation. 6.2. Outline basic environmental and social benefits in both a: a) natural environment b) man-made environment

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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150

Title	Exploring Organic Horticulture
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA184
Unit Reference No	L/506/5808

Unit purpose and aim(s): This unit will enable the learner to understand the difference between organic and conventional growing systems.

Learning Outcomes	Assessment Criteria
1. Recognise what is meant by organic growing systems.	1.1. Outline what is meant by the term 'organic' when applied to sustainable growing systems. 1.2. List advantages and disadvantages of organic growing methods. 1.3. Outline the potential environmental benefits of organic growing methods.
2. Understand organic soil management techniques.	2.1. Identify common methods of improving soil fertility. 2.2. Outline the purpose of composting. 2.3. Define the term 'green manure'. 2.4. Give examples of green manures. 2.5. Demonstrate how to enrich soil with appropriate manures and fertilisers for organic gardening.
3. Understand organic crop protection techniques.	3.1. Outline organic methods of pest control and their benefits. 3.2. Demonstrate an organic method of pest control. 3.3. List natural predators and pests they control.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Exploring Soils and Growing Media
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA185
Unit Reference No	L/506/5811

Unit purpose and aim(s): This unit will enable the learner to understand the impact of sowing and growing media on plant growth.

Learning Outcomes	Assessment Criteria
1. Recognise the effects of sowing and growing media on plant growth.	1.1. Outline the main properties of soils and growing media and their effect on plant growth.
2. Recognise types of growing media and how to prepare them.	2.1. Outline at least two growing media and how to prepare them. 2.2. Outline hygiene procedures when preparing growing media. 2.3. Outline how types of growing media should be stored. 2.4. Identify how materials should be disposed of safely to limit potential environmental damage.
3. Understand soil cultivation techniques.	3.1. Identify different types of soil. 3.2. Outline how different types of soil can be improved.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Pruning Plants
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA186
Unit Reference No	Y/506/5813

Unit purpose and aim(s): This unit will enable the learner to understand why and how plants should be pruned.

Learning Outcomes	Assessment Criteria
1. Understand the reasons for pruning plants.	1.1. State what pruning means. 1.2. Give reasons why plants are pruned. 1.3. Identify common plants which can be pruned.
2. Know how to cut when pruning.	2.1. Identify a node. 2.2. Outline how to make a firm clean cut.
3. Know how to prune different plants.	3.1. Demonstrate how to prune at least two plants successfully by: a) cutting in the correct place b) making a clean cut

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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153

Title	Skills for Garden Maintenance
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA187
Unit Reference No	K/506/5816

Unit purpose and aim(s): This unit will enable the learner to understand basic skills in garden maintenance.

Learning Outcomes	Assessment Criteria
1. Be able to use garden tools.	1.1. Use and maintain at least two tools and equipment for garden maintenance. 1.2. Demonstrate the safe use of at least two garden tools.
2. Be able to maintain a lawn.	2.1. Demonstrate the correct processes for lawn preparation and maintenance.
3. Be able to maintain a garden.	3.1. Demonstrate at least two garden maintenance tasks according to the season.
4. Be able to use correct methods of garden waste disposal.	4.1. List types of garden waste. 4.2. Demonstrate the correct methods of garden waste disposal.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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154

Title	Understanding Environmental Issues
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA188
Unit Reference No	M/506/5817

Unit purpose and aim(s): This unit will enable the learner to understand how people can impact on environmental issues

Learning Outcomes	Assessment Criteria
1. Understand how people can affect the environment.	1.1. Describe with examples, how people may have a negative effect on the environment and the possible consequences.
2. Understand how people can take action to benefit the environment.	2.1. Outline actions that individuals can take to benefit the environment. 2.2. Outline laws or regulations that benefit the environment. 2.3. Give examples of group action to benefit the environment.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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155

Title	Skills for Cultivating Compost and Soils
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA189
Unit Reference No	T/506/5818

Unit purpose and aim(s): This unit will enable the learner to cultivate compost and soils

Learning Outcomes	Assessment Criteria
1. Know how to prepare for composting and cultivation.	1.1. Outline safety procedures for composting and cultivation. 1.2. Select and use appropriate protective clothing and safety footwear for composting and cultivation.
2. Know how to make and use compost in horticulture.	2.1. Identify the steps required to make compost. 2.2. Outline what should and should not be put on a compost heap. 2.3. Select and use appropriate tools and equipment. 2.4. Use compost in a horticultural setting.
3. Know how to cultivate different soils.	3.1. State the reasons for soil cultivation. 3.2. Outline the correct method of cultivation for different soil types.
4. Understand pH levels and the effects on plant life.	4.1. Outline pH levels and their effect on plants. 4.2. Outline soil chemicals and their effects on plant life.
5. Be able to tidy the work area.	5.1. Identify and dispose of debris appropriately. 5.2. Clean tools and store materials. 5.3. Carry out tasks with due regard to the health and safety of others.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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156

Title	Skills for Garden Horticulture
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA190
Unit Reference No	A/506/5819

Unit purpose and aim(s): This unit will enable the learner to grow plants and vegetables from seed and control weeds.

Learning Outcomes	Assessment Criteria
1. Be able to identify garden and/or allotment produce.	1.1. Identify flower varieties commonly grown on an allotment or domestic garden. 1.2. Identify vegetables commonly grown on an allotment or domestic garden.
2. Know how to control weeds.	2.1. Identify types of weeds. 2.2. Select and apply a control measure to eliminate weeds.
3. Know how to propagate plants.	3.1. Demonstrate how to sow seeds in open ground and in a tray under glass. 3.2. Demonstrate how to prepare ground to plant tubers and rooted plants.
4. Be able to grow and care for plants grown from seed.	4.1. Demonstrate how to thin out plants. 4.2. Demonstrate how to prick out seedlings ready to plant. 4.3. Outline the importance of following a given maintenance plan for plants. 4.4. Identify pests and diseases that may affect 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/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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157

Title	Skills for Herb Cultivation
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA191
Unit Reference No	M/506/5820

Unit purpose and aim(s): This unit will enable the learner to grow and cultivate herbs.

Learning Outcomes	Assessment Criteria
1. Recognise of a range of herbs.	1.1. Identify the following plants and possible medicinal and/or culinary uses: a) onion b) mint c) thyme or sage
2. Understand the main factors in selecting herbs for a specific site.	2.1. List the characteristics of at least two herbs. 2.2. Outline what different herbs need to grow well. 2.3. Identify a container and suitable location for the herbs.
3. Be able to cultivate herbs.	3.1. Produce the following from seeds or bulbs: a) onion family b) mint family c) thyme or sage family

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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158

Title	Skills for Plant Propagation
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA192
Unit Reference No	T/506/5821

Unit purpose and aim(s): This unit will enable the learner to develop skills to successfully propagate plants.

Learning Outcomes	Assessment Criteria
1. Know how to sow seed indoors in containers.	1.1. Identify and use appropriate containers for seed being sown. 1.2. Prepare containers with suitable growing medium for sowing seed. 1.3. Sow seed to correct density and depth. 1.4. Label and place container in a suitable location to support germination.
2. Know how to prick out seedlings singly.	2.1. Select and prepare containers with suitable growing medium for pricking out seedlings. 2.2. Prick out singly to correct spacing. 2.3. Label the containers and place in a suitable location.
3. Know how to propagate by stem cuttings.	3.1. Demonstrate how to take off cutting material from stock plants. 3.2. Prepare containers with suitable growing medium for stem cuttings. 3.3. Prepare cuttings and insert into growing medium. 3.4. Label the containers and place in a suitable location.
4. Know how to pot up rooted cuttings, plugs or large seedlings.	4.1. Clean and prepare young plants for potting. 4.2. Pot up rooted cuttings, plugs or large seedlings. 4.3. Label plants correctly and place in a suitable location.
5. Know how to irrigate planted containers.	5.1. Water containers of seeds, seedlings, stem cuttings and rooted cuttings or plugs correctly.
6. Be able to maintain a clean and tidy work area.	6.1. Clean and store equipment as required. 6.2. Dispose of waste correctly. 6.3. Keep work area clean and tidy.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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160

Title	Sowing and Growing Techniques
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA193
Unit Reference No	A/506/5822

Unit purpose and aim(s): This unit will enable the learner to sow seeds and understand plant growth.

Learning Outcomes	Assessment Criteria
1. Know how to use outdoor sowing techniques.	1.1. Identify appropriate equipment. 1.2. Outline how to prepare the ground for different types of seed.
2. Know how to look after and transplant seedlings/plants.	2.1. Outline the cause of "damping off". 2.2. Outline the stages of seedling development. 2.3. Use the correct tools and equipment to transplant seeds. 2.4. Demonstrate effects of "growing on" conditions.
3. Understand the process of hardening off and planting out correctly.	3.1. Identify reasons for hardening off and planting out. 3.2. Demonstrate the methods used in hardening off and planting out.
4. Know how to use indoor sowing techniques.	4.1. Outline the requirements for successful germination of seeds. 4.2. Demonstrate the precautions taken against extremes in temperature. 4.3. Use an appropriate growing medium for the seeds. 4.4. Sow at least two seeds correctly according to seed size, spacing, depth of sowing and covering medium.

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
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161

Title	Use and Maintenance of Horticultural Hand Tools
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA194
Unit Reference No	F/506/5823

Unit purpose and aim(s): This unit will enable the learner to use and maintain horticultural hand tools.

Learning Outcomes	Assessment Criteria
1. Understand health and safety requirements for working with horticultural hand tools.	1.1. Outline the importance of following instructions when maintaining horticultural hand tools. 1.2. Use appropriate personal protective clothing and equipment. 1.3. Identify common hazards when maintaining horticultural hand tools. 1.4. Outline when assistance may be required and refer to the appropriate person. 1.5. Identify and dispose of waste in a safe, effective and environmentally appropriate manner. 1.6. Carry out tasks with due regard to the health and safety of others.
2. Know how to do maintain a range of horticultural hand tools.	2.1. Outline the reasons for regular maintenance of horticultural hand tools. 2.2. Identify the materials necessary for the maintenance of horticultural hand tools. 2.3. Carry out maintenance on at least two horticultural hand tools.
3. Know how to repair horticultural hand tools.	3.1. Identify at least two basic faults on horticultural hand tools. 3.2. Demonstrate how to repair basic faults on horticultural hand tools. 3.3. Check horticultural hand tools following repair.
4. Be able to use a range of horticultural hand tools.	4.1. Select appropriate horticultural hand tools for at least two tasks. 4.2. Use horticultural hand tools correctly.
5. Be able to store horticultural hand tools and equipment safely.	5.1. Safely transport and store horticultural hand tools and equipment safely.

Assessment Guidance		

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

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162

Title	Hair Care: Shampoo and conditioning
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA195
Unit Reference No	J/506/5824

Unit purpose and aim(s): This unit will enable the learner to understand different hair types and the application of shampoo and conditioner.

Learning Outcomes	Assessment Criteria
1. Be aware of hair types, structures and conditions.	1.1. Outline the main hair types, structures and conditions. 1.2. Outline the effects of shampooing and conditioning on the hair.
2. Know how to prepare hair for shampooing and conditioning.	2.1. Outline the salon's requirements for client preparation prior to treatment. 2.2. Prepare client for shampooing and conditioning hair including appropriate products and tools.
3. Be able to shampoo, condition and towel dry hair.	3.1. Outline techniques used when shampooing and conditioning hair. 3.2. Demonstrate how to carry out the following on a client's hair: a) shampoo b) condition c) towel dry d) detangle 3.3. Outline safe and hygienic working practices including how to minimise the risk of cross-infection and cross-infestation.
4. Know about products and equipment used within a salon environment.	4.1. Outline instructions for the use of salon shampoo and conditioner and the possible implications if not adhered to. 4.2. Outline how to use at least two electrical equipment safely in a salon environment.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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163

Title	Hair Styling Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA196
Unit Reference No	L/506/5825

Unit purpose and aim(s): This unit will enable the learner to prepare for and style a client's hair.

Learning Outcomes	Assessment Criteria
1. Be able to prepare for client hair styling.	1.1. Outline techniques for styling at least two hair types and influencing factors. 1.2. Outline the importance of preparation when styling hair. 1.3. Prepare for client hair styling including products, tools and equipment. 1.4. Prepare client for styling taking into account individual needs and comfort.
2. Be able to style a client's hair.	2.1. Outline the purpose of hair styling finishing products, tools and equipment. 2.2. Demonstrate techniques for styling a client's hair using the appropriate products, tools and equipment. 2.3. Follow safe and hygienic working practices. 2.4. Apply professional conduct when styling a client's hair.

Assessment Guidance

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

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Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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164

Title	Make-up Application Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA197
Unit Reference No	R/506/5826

Unit purpose and aim(s): This unit will enable the learner to have a basic knowledge of make-up applications.

Learning Outcomes	Assessment Criteria
1. Know how to prepare skin for basic make-up application.	1.1. Outline the factors that may influence the choice of make-up products and techniques. 1.2. Outline the importance of preparing the skin for make-up application. 1.3. Outline the steps required for preparing to apply basic make-up including products, tools and equipment.

2. Know how to apply basic make-up.	2.1. Outline how to apply basic make-up taking into account:
	  a) skin type
	  b) facial bone structure
	2.2. Demonstrate how to prepare for, apply and remove basic makeup.
	2.3. Follow safe and hygienic working practices.
	2.4. Apply professional conduct when applying client's make-up.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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165

Title	Nail Art Application Skills
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA198
Unit Reference No	Y/506/5827

Unit purpose and aim(s): This unit will enable the learner to gain knowledge of basic nail art techniques and application.

Learning Outcomes	Assessment Criteria
1. Know how to prepare for nail art techniques.	1.1. Outline the importance of preparation before applying nail art techniques. 1.2. Outline the products and basic techniques used in nail art. 1.3. Prepare for basic nail art techniques including products, tools, equipment and work area. 1.4. Design a 2D nail art image. 1.5. Outline factors that may influence choice of basic nail art techniques.
2. Know how to apply nail art.	2.1. Demonstrate how to apply basic nail art techniques adapting a 2D nail art image to a 3D surface. 2.2. Follow safe and hygienic working practices. 2.3. Apply professional conduct during a nail art appointment.

Assessment Guidance	

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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166

Title	Understanding Skin Care
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA199
Unit Reference No	D/506/5828

Unit purpose and aim(s): This unit will enable the learner to gain a basic knowledge of skin care.

Learning Outcomes	Assessment Criteria
1. Know how to prepare for a skin care treatment.	1.1. Outline the structure and function of the skin. 1.2. Outline common abnormalities and imperfections of skin and their causes. 1.3. Outline the characteristics of different skin types. 1.4. Prepare for a client skin care treatment including products, materials and tools.
2. Know how to carry out a skin care treatment.	2.1. Identify client skin type and any special requirements through consultation. 2.2. Select appropriate products for treatment. 2.3. Carry out a skin care treatment. 2.4. Follow safe and hygienic working practices. 2.5. Apply professional conduct during skin care treatment.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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167

Title	Health and Safety in the Salon Environment
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA200
Unit Reference No	H/506/5829

Unit purpose and aim(s): This unit will enable the learner to understand health and safety requirements when working in hairdressing.

Learning Outcomes	Assessment Criteria
1. Know how to comply with health and safety requirements in a salon environment.	1.1. Outline potential hazards in a salon environment. 1.2. Carry out a basic risk assessment of a salon environment. 1.3. Outline the importance of maintaining an accident report log in a salon environment. 1.4. Identify first aid box, fire safety equipment and evacuation procedures. 1.5. Follow safe and hygienic working practices including appropriate protective clothing. 1.6. Maintain clean and tidy working environment and dispose of spillages or breakages correctly. 1.7. Outline health and safety procedures in relation to chemicals used within a salon environment (C.O.S.H.H).

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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168

Title	Teamwork within a Salon Environment
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA201
Unit Reference No	Y/506/5830

Unit purpose and aim(s): This unit will enable the learner to work within a team in a salon environment.

Learning Outcomes	Assessment Criteria
1. Be able to work within a team in a salon environment.	1.1 Outline the benefits of working within a team in a salon environment. 1.2 Identify roles and responsibilities of team members within a salon. 1.3 Outline the different ways to communicate in a salon environment with: a) staff b) clients 1.4 Identify how to resolve problems for a given situation within a salon environment. 1.5 Apply safe and hygienic working practices.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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169

Title	Understanding Hand Care
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA202
Unit Reference No	D/506/5831

Unit purpose and aim(s): This unit will enable the learner to prepare and carry out a basic hand care treatment.

Learning Outcomes	Assessment Criteria
1. Know how to prepare for a hand care treatment.	1.1. Outline products and tools for at least two hand care treatments. 1.2. Outline the procedure for client preparation. 1.3. Prepare for at least two hand care treatments.
2. Know how to provide hand care treatment.	2.1. Outline typical nail shapes and basic nail structure. 2.2. Demonstrate at least two hand care treatments. 2.3. Follow safe and hygienic working practices. 2.4. Apply professional conduct when carrying out hand care treatments.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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170

Title	Health and Social Care Awareness
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA203
Unit Reference No	J/506/5838

Unit purpose and aim(s): This unit will enable the learner to gain awareness of the duties, procedures and requirements of working within a health and social care setting.

Learning Outcomes	Assessment Criteria
1. Be aware of duties, procedures and requirements relevant to working in a health and social care environment.	1.1. Identify at least two duties and procedures relevant to working in a health and social care environment. 1.2. Outline workplace requirements in relation to: a) personal presentation b) timekeeping and attendance c) conduct
2. Know how to use equipment safely when working in a health and social care environment.	2.1. List at least two equipment used in health and social care settings and their purpose. 2.2. Demonstrate the safe use of a range equipment to carry out tasks. 2.3. Outline how to care for and store equipment correctly.
3. Know health and safety procedures for working in a health and social care environment.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in a health and social care environment.	4.1. Outline how to maintain good working relationships in a health and social care environment. 4.2. Outline how to respond to complaints in accordance with organisational policies.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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171

Title	Person-Centred Support in Health, Social Care and Early Years Settings
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA204
Unit Reference No	F/506/5840

Unit purpose and aim(s): This unit will enable the learner to understand a Person-centred support in Health, Social Care and Early Years settings.

Learning Outcomes	Assessment Criteria
1. Understand what is meant by person-centred support in health, social care and early years settings.	1.1. Define what is meant by person-centred support and why it is important to consider an individual's needs and wants. 1.2. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.
2. Know the importance of person-centred support to individuals in health, social care and early years.	2.1. Outline the benefits to an individual of person-centred support. 2.2. Give examples of how individuals can be in control of their care needs. 2.3. Outline how assessing risk can assist person-centred support.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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172

Title	The Role and Responsibilities of the Health and Social Care Worker
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA205
Unit Reference No	D/506/5845

Unit purpose and aim(s): This unit will enable the learner to understand the role and responsibilities of the health and social care worker.

Learning Outcomes	Assessment Criteria
1. Recognise the role of the health and social care worker.	1.1. Outline the role of a health and social care worker including duty of care. 1.2. Outline how to provide person-centred support when supporting individuals in day-to-day activities.
2. Recognise the responsibilities of the health and social care worker.	2.1. Identify main responsibilities of a health and social care worker. 2.2. Outline the responsibilities and boundaries of the relationship between care workers and individuals. 2.3. Outline individuals and organisations that care workers may work in partnership with. 2.4. Outline the need to report any suspicions about abuse or neglect.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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173

Title	Understanding Protection and Safeguarding in Health, Social Care and Early Years Settings
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA206
Unit Reference No	M/506/5848

Unit purpose and aim(s): This unit will enable the learner to understand protection and safeguarding in health, social care and early years settings.

Learning Outcomes	Assessment Criteria
1. Understand protection and safeguarding in health, social care and early years settings.	1.1. Define what is meant by the following terms in a health, social care and/or early years setting: a) protection of vulnerable adults b) safeguarding children c) harm, abuse and neglect 1.2. Identify indicators of harm, abuse and neglect and appropriate actions to be taken. 1.3. Outline the boundaries of confidentiality and when it is appropriate to share information. 1.4. Identify individuals and organisations responsible for protecting vulnerable adults and safeguarding children. 1.5. Identify sources of support and information in relation to protection and safeguarding.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Updated: 27 November 2024 v1.5

174

Title	Child Development
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA207
Unit Reference No	T/506/5849

Unit purpose and aim(s): This unit will enable the learner to understand child development

Learning Outcomes	Assessment Criteria
1. Understand the development of children from 0-1 year.	1.1. Outline the physical development of a baby 0-1 year. 1.2. Select at least two toys identifying how they may be used for a child of : a) 0-6 months b) 6-12 months
2. Understand the development of children from 1-3 years.	2.1. Select play materials that will encourage the following: a) walking b) talking c) social skills d) colour and shape identification e) creative skills
3. Be aware of a range of childcare provision.	3.1. Identify and present information on at least two childcare provision including: a) nannies b) childminders c) nursery/playgroups d) after school clubs
4. Understand the need to create a safe environment for children.	4.1. Identify at least two safety products for children 0-3 years. 4.2. Comment on how they contribute to developing a safe environment.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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OCN NI Level 1 Diploma in Vocational Skills Qualification No. 601/3889/0
Updated: 27 November 2024 v1.5

175

Title	Developing Language and Communication Skills in Children
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA208
Unit Reference No	Y/506/5889

Unit purpose and aim(s): This unit will enable the learner to understand how to develop language and communication skills in children.

Learning Outcomes	Assessment Criteria
1. Recognise the key elements of language development and communication in children.	1.1. Outline the key elements of language and communication development in children.
2. Understand the importance of language skills development in children.	2.1. Identify ways that language communication skills can be developed in children and why they are important.
3. Understand the role of the child care worker in promoting language skills.	3.1. State the role of the child care worker in promoting language skills.
4. Recognise the importance of children's needs in respect of language.	4.1. Identify the language needs of children and their importance in respect of culture, religion or special educational needs.
5. Understand links between language and communication skills.	5.1. Identify links between language and communication skills.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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176

Title	Children's Social and Emotional Development
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA209
Unit Reference No	M/506/5851

Unit purpose and aim(s): This unit will enable the learner to understand children's social and emotional development.

Learning Outcomes	Assessment Criteria
1. Understand key elements of children's social and emotional development.	1.1. Outline the stages of children's social and emotional development.
2. Understand children's social and emotional needs.	2.1. Outline with examples the social and emotional needs of young children.
	2.2. Outline how social and emotional needs of young children may be met.
3. Know how children acquire their behaviour patterns.	3.1. Give examples of how and why children learn to behave in particular ways.
4. Understand how to encourage children to feel positive about themselves.	4.1. Identify methods to encourage children to feel positive about themselves and the associated benefits.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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177

Title	Children's Social, Emotional and Growth Development
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA210
Unit Reference No	Y/506/5858

Unit purpose and aim(s): This unit will enable the learner to understand the social, emotional and growth development of children

Learning Outcomes	Assessment Criteria
1. Understand key elements of growth and development from birth to adolescence.	1.1. Outline key elements of growth and development from birth to adolescence including: a) physical appearance b) physical abilities c) mental abilities d) ways of learning e) communication skills f) emotional needs
2. Understand factors that affect growth and development.	2.1. Outline the factors that may affect growth and development.
3. Recognise how different experiences affect emotional and/or social development.	3.1. Outline ways in which emotional and social needs may be affected by experience.
4. Understand the main ways in which a child learns to communicate.	4.1. Outline ways in which a child learns to communicate. 4.2. Outline ways in which a child can be supported to develop effective communication skills.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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178

Title	Developing Parenting Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA211
Unit Reference No	T/506/5852

Unit purpose and aim(s): This unit will enable the learner to the role and responsibilities of parenting.

Learning Outcomes	Assessment Criteria
1. Understand the role of a parent.	1.1. Outline the key responsibilities of parenthood.
2. Recognise the rights and needs of different family members.	2.1. Identify the individual rights and needs of: a) parent(s) b) children c) other family members 2.2. Identify own needs as a parent and outline a plan of action to meet those needs. 2.3. Outline why it is important to be honest with children.
3. Understand the importance of listening to children.	3.1. Identify situations in which it is important to listen to children. 3.2. Outline ways to offer choices to children.
4. Know about the major stages of a child's development.	4.1. Identify the major stages of a child's development. 4.2. Outline techniques that might be used to cope with children's behaviour in given situations.
5. Know how children learn through daily activities.	5.1. Identify ways in which children learn through daily activities. 5.2. Outline ways in which parents support children in daily activities.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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179

Title	Listening to Children
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA212
Unit Reference No	F/506/5854

Unit purpose and aim(s): This unit will enable the learner to understand skills for listening to children

Learning Outcomes	Assessment Criteria
1. Understand the value and benefits of listening to children.	1.1. Outline the value and benefits of listening to children.
2. Understand the intention of listening.	2.1. Identify the purpose of listening with empathy and without expectation of a specific outcome. 2.2. Identify the possible negative effects of having his/her own 'agenda' when listening.
3. Know how to listen to children.	3.1. Outline how to actively listen to children. 3.2. Give examples of how to acknowledge a child's feelings and needs.
4. Know how to ask appropriate questions when listening to children.	4.1. Give examples of open and closed questions and when they should be used.

Assessment Guidance

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

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

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180

Title	The Role of Play for Early Learning
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA213
Unit Reference No	J/506/5855

Unit purpose and aim(s): This unit will enable the learner to understand the importance of play for early learning.

Learning Outcomes	Assessment Criteria
1. Understand the features of a positive learning environment.	1.1. Identify the features of a positive learning environment and how these may promote learning through play.
2. Understand how play can help children's learning or development.	2.1. Outline the importance of play in a child's development. 2.2. Outline ways in which play may promote children's learning or development in the following areas: a) physical b) social c) emotional d) intellectual e) linguistic
3. Understand how play activities may prevent stereotyping and discrimination.	3.1. Give an example of stereotyping in play. 3.2. Outline how the selection of materials, resources or activities may prevent stereotyping and discrimination.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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181

Title	The Role of Play in a Child's Development
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA214
Unit Reference No	L/506/5856

Unit purpose and aim(s): This unit will enable the learner to understand how play impacts on child development.

Learning Outcomes	Assessment Criteria
1. Understand the role of play in child development.	1.1. Outline the role of play in child development. 1.2. Give examples of the role of play activities in individual and group play settings which encourage child development.
2. Understand the purpose of play activities for children.	2.1. Outline with examples the purpose of play activities for different stages of child development.
3. Understand the importance of planning for play activities.	3.1. State the importance of planning for play activities which are all inclusive. 3.2. Identify materials required for at least two play activities.
4. Know how stereotyping can affect children's participation in activities.	4.1. List different stereotypes. 4.2. Give examples of activities which can result in stereotypical play. 4.3. State how these activities may affect children's participation.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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182

Title	The Stages of Intellectual and Language Development of Children from Birth to Eight Years
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA215
Unit Reference No	R/506/5857

Unit purpose and aim(s): This unit will enable the learner to understand the intellectual and language development of children from birth to eight.

Learning Outcomes	Assessment Criteria
1. Understand the stages of intellectual and language development in children.	1.1. Identify the key stages of intellectual and language development in children from birth to eight years. 1.2. Give examples of intellectual and language development of children at different stages from birth to eight years.
2. Understand why it is important to communicate with young children.	2.1. Outline ways of communicating with children and why it is important to their development.
3. Understand factors which affect intellectual and language development in children.	3.1. Identify factors which may affect language and intellectual development in children.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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183

Title	Understand How to Care for Your Child
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA216
Unit Reference No	K/506/5864

Unit purpose and aim(s): This unit will enable the learner to understand how to care for your child.

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

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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184

Title	Understand How to Care for Young Children
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA217
Unit Reference No	H/506/5863

Unit purpose and aim(s): This unit will enable the learner to understand how to care for young children.

Learning Outcomes	Assessment Criteria
1. Know how to wash and bathe babies and children.	1.1. Outline the importance of maintaining hygiene for young children. 1.2. Demonstrate how to bathe a baby. 1.3. Identify products available for personal care of children.
2. Be able to feed young children and babies.	2.1. Outline the importance of sterilising feeding equipment for babies. 2.2. Demonstrate the method of sterilising feeding equipment and preparing a bottle feed. 2.3. Use appropriate hygiene and safety procedures when feeding young children.
3. Be able to dress children appropriately.	3.1. Identify suitable clothing for children of different ages and for different seasons. 3.2. Outline how to care for children's clothes.
4. Know how to respond to a baby/child's need for sleep and rest.	4.1. Outline when a child/baby requires sleep. 4.2. Outline the correct method for putting a child/baby to bed. 4.3. Compile information on equipment available for aiding rest and sleep.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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185

Title	Understand How to Care for your Baby
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA218
Unit Reference No	D/506/5862

Unit purpose and aim(s): This unit will enable the learner to understand how to care for your baby

Learning Outcomes	Assessment Criteria

1. Be able to identify the needs of a baby.	1.1. Identify the physical and emotional needs of a baby.
	1.2. Outline a typical routine for a new-born baby.
	1.3. Outline the essential items required for a new-born baby and why they are needed.
	1.4. Select foods for:
	   a) new-born baby
	   b) 4-6 month old baby
	   c) 6-9 month old baby
	   d) 9-12 month old baby

2. Know the need for developmental and health checks.	2.1. Outline where parents can receive help and advice on their child's developmental and health care needs in their own geographical area. 2.2. Outline which regular health checks should be carried out on children up to one year and their importance.
3. Understand the importance of immunisation.	3.1. Identify diseases which could impact on the health of a child. 3.2. Outline the importance of immunisation and where to access information.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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186

Title	Making and Using Story Sacks
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA219
Unit Reference No	Y/506/5861

Unit purpose and aim(s): This unit will enable the learner to make and use story sacks to support a child's development.

Learning Outcomes	Assessment Criteria
1. Understand the purpose and content of story sacks.	1.1. Outline the purpose of a story sack. 1.2. List the main components of a story sack. 1.3. Outline the opportunities for language development through using story sacks.
2. Know how to produce a story sack.	2.1. Outline the main characteristics of a story. 2.2. Give examples of simple games and characters for inclusion in a story sack. 2.3. Produce a story sack.
3. Be able to use a story sack effectively.	3.1. Read a story to a child incorporating characters and props. 3.2. Use simple questions to promote a child's prediction skills. 3.3. Use simple questions to check a child's understanding. 3.4. Outline the link between the illustrations and the written story. 3.5. Use a story sack to encourage a child to re-tell a story in the correct sequence.
4. Know how to use a prompt card.	4.1. Use a prompt card to develop literacy skills.
5. Be able to evaluate the use of a story sack.	5.1. Review own use of story sack identifying areas for improvement. 5.2. Outline how a child responded to the use of a story sack.

Assessment Guidance		

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

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

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187

Title	Using Craft Activities with Children and Young People
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA220
Unit Reference No	D/506/5859

Unit purpose and aim(s): This unit will enable the learner to use craft activities with children and young people.

Learning Outcomes	Assessment Criteria
1. Know how to use craft activities with children and young people.	1.1. Outline the benefits of using craft activities with children and young people. 1.2. Identify factors to be considered when choosing craft activities.
2. Be aware of a range of craft techniques.	2.1. Identify at least two craft techniques for children and young people.
3. Be able to plan and organise a craft activity.	3.1. Identify a suitable craft activity. 3.2. Outline how to prepare for and carry out the craft activity. 3.3. Review the appropriateness of the craft activity identifying areas for improvement.
4. Understand safety considerations when carrying out craft activities.	4.1. Outline and demonstrate safety considerations when carrying out craft activities.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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188

Title	Understanding Expedition Skills
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBF546
Unit Reference No	J/618/8811

Unit purpose and aim(s): This unit will enable the learner to understand the skills required to undertake and review an expedition.

Learning Outcomes	Assessment Criteria
1. Understand expedition skills.	1.1. Define what is meant by expedition skills. 1.2. Outline at least three expedition skills and how these apply to everyday life.
2. Know the process of planning a group expedition.	2.1. State at least three health and safety issues that need to be considered when planning a group expedition. 2.2. Outline why the following need to be considered when planning a given group expedition: a) time b) length c) location d) clothing and equipment e) liquids and nutrition 2.3. Illustrate how to use an ordinance survey map to plan an expedition route including: a) route stages b) grid references for start and end of route stages c) time estimates for route stages d) features encountered during route
3. Know how to review an expedition.	3.1. Identify what should be considered when reviewing an expedition including who should contribute to it and how it may inform future expeditions.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

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190

Title	Reading and Using Ordnance Survey Maps
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBF547
Unit Reference No	L/618/8812

Unit purpose and aim(s): This unit will enable the learner to understand how to read and use Ordnance Survey Maps.

Learning Outcomes	Assessment Criteria
1. Understand the features of an Ordnance Survey Map.	1.1. Identify which map you are using and its features. 1.2. Outline the importance of scales on a map and how they may change on different maps. 1.3. State the meaning of at least ten conventional signs found on an Ordnance Survey Map. 1.4. Identify contour lines on an Ordnance Survey Map and the distance between given contour lines.
2. Be able to use the grid reference system and identify points of interest on an Ordnance Survey Map.	2.1. Indicate where Eastings and Northings are on an Ordnance Survey Map. 2.2. Illustrate how a four-figure grid reference is used on an Ordnance Survey Map to identify position. 2.3. Identify the positions of at least five given points of interest on an Ordnance Survey Map. 2.4. Calculate the distance between two points on an Ordnance Survey map.
3. Be able to use an Ordnance Survey Map to navigate.	3.1. Identify at least three of the following ground features using the contours on an Ordnance Survey Map: a) spur b) saddle c) incline d) plateau e) re-entrant f) decline g) peak 3.2. Demonstrate how to orientate an Ordnance Survey Map to the ground. 3.3. Illustrate how to use an Ordnance Survey Map to plan an expedition route including: a) route stages b) grid references for start and end of route stages c) time estimates for route stages d) features encountered during route

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Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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192

Title	Understand how Exercise Contributes to a Healthy Lifestyle
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA224
Unit Reference No	L/506/5890

Unit purpose and aim(s): This unit will enable the learner to be aware of how sport can improve own health.

Learning Outcomes	Assessment Criteria
1. Be aware of how sport can contribute to a healthy lifestyle.	1.1. Outline the health benefits of regular exercise. 1.2. Identify how lifestyle choices when combined with regular exercise may promote good health. 1.3. Outline the positive effects of regular exercise on own health.

Assessment Guidance

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193

Title	Exploring Health and Fitness
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA225
Unit Reference No	R/506/5891

Unit purpose and aim(s): This will enable the learner to recognise and use basic health and fitness activities.

Learning Outcomes	Assessment Criteria
1. Understand issues related to health and fitness.	1.1. Identify reasons for keeping fit and examples of activities that can help to maintain fitness. 1.2. Outline why warm up exercises are important for the body before starting an activity. 1.3. Identify places where you can do exercise.
2. Be able to work with and cooperate with others.	2.1. Work with others on activities both individually and as a group. 2.2. Use effective methods of communication with others in a group.
3. Be able to take part in basic health and fitness activities.	3.1. Use at least two fitness tests. 3.2. Take part in fitness activities. 3.3. Carry out warm up and cool down exercises. 3.4. Use a training programme to improve fitness over a given time period.
4. Be able to apply basic safe working practices.	4.1. Demonstrate the safe use of equipment. 4.2. Identify and wear appropriate clothing for chosen activities.
5. Review own performance.	5.1. Identify what went well and areas for improvement.

Assessment Guidance

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

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194

Title	Exploring Outdoor Pursuits
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA226
Unit Reference No	Y/506/5892

Unit purpose and aim(s): This unit will enable the learner to take part in outdoor pursuits.

Learning Outcomes	Assessment Criteria
1. Know what is meant by outdoor pursuits.	1.1. Identify at least two outdoor pursuit activities and what these involve.
2. Recognise health and safety aspects of outdoor pursuits.	2.1. Identify the possible dangers of outdoor pursuits. 2.2. Outline health and safety procedures for at least two outdoor pursuits.
3. Be able to take part in a range of outdoor pursuits.	3.1. Take part in at least two outdoor pursuit activities to include: a) using suitable clothing and equipment b) following instructions and asking questions 3.2. Identify what went well during the activities and areas for improvement.

Assessment Guidance

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

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195

Title	Personal Fitness Programme Planning
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA227
Unit Reference No	H/506/5894

Unit purpose and aim(s): This unit will enable the learner to understand physical fitness and how to plan and implement a personal fitness programme.

Learning Outcomes	Assessment Criteria
1. Understand the components of physical fitness.	1.1. Outline the components of physical fitness.
2. Be able to assess own fitness level.	2.1. Assess own fitness level.
3. Be able to plan and implement a personal fitness programme.	3.1. Plan and follow a personal fitness programme to meet set targets.
4. Know how to overcome barriers to achievement of fitness goals.	4.1. Identify barriers to achieving own fitness goals and how these may be overcome.
5. Be able to review own fitness programme.	5.1. Assess own fitness programme, identifying what went well and areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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196

Title	Principles of Sports Coaching
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA228
Unit Reference No	K/506/5895

Unit purpose and aim(s): This unit will enable the learner to prepare for a specific sports coaching session.

Learning Outcomes	Assessment Criteria
1. Know how to prepare for a specific sports coaching session.	1.1. Outline how to prepare for a specific sports coaching session to include: a) health and safety requirements b) equipment 1.2. Identify the skills or techniques to be developed for a specific coaching session.
2. Understand how to support participant's performance during coaching.	2.1. Outline the steps required to improve performance through coaching. 2.2. Outline how to motivate participants without undue stress. 2.3. Identify techniques to manage participant's behaviour during coaching.
3. Understand the importance of communication between coach and participants.	3.1. Outline the importance of good communication with participants during coaching. 3.2. Outline when and how to give feedback to participants and why it is important.

Assessment Guidance

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

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197

Title	Understanding the Sport and Leisure Industry
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA229
Unit Reference No	M/506/5896

Unit purpose and aim(s): This unit will enable the learner to identify the duties, procedures and requirements for work within the sport and leisure industry including equipment use and maintenance, health and safety requirements and using effective communication.

Learning Outcomes	Assessment Criteria

1. Know duties, procedures and requirements relevant to working in a sport and leisure environment.	1.1. Identify duties, procedures and requirements for at least two leisure industry roles.
	1.2. Outline workplace requirements in relation to:
	  a) personal presentation
	  b) timekeeping and attendance
	  c) behaviour
	1.3. Identify duties and procedures for own job role and possible consequences if not adhered to.

2. Know about equipment used in a sport and leisure environment.	2.1. List items of equipment used in the sport and leisure industry and their purpose. 2.2. Use at least two equipment to carry out tasks. 2.3. Identify how to maintain and store equipment.

3. Know health and safety procedures for working in a sport and leisure environment.	3.1. Outline the following procedures:
	  a) fire
	  b) accident
	  c) health and safety

4. Be able to communicate with others when working in a sport and leisure environment.	4.1. Identify when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships with colleagues and managers. 4.3. Outline how to respond to at least two customer complaints.

Assessment Guidance		

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198

Title	Exploring Outdoor Adventure Sports
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA230
Unit Reference No	T/506/5897

Unit purpose and aim(s): This unit will enable the learner to understand the characteristics of outdoor adventure sports including necessary protection equipment and health and safety considerations required.

Learning Outcomes	Assessment Criteria
1. Understand the characteristics of outdoor adventure sports.	1.1. List the characteristics of outdoor adventure sports.
2. Understand the use of outdoor adventure sports equipment in a range of environments.	2.1. Demonstrate the use of outdoor adventure sports equipment in at least two environments.
3. Recognise the appropriate personal protection equipment (PPE) worn when participating in outdoor adventure sports.	3.1. Outline the range of PPE when participating in outdoor adventure sports. 3.2. Demonstrate the use of appropriate PPE.
4. Recognise the importance of maintaining appropriate health and safety standards when participating in outdoor adventure sports.	4.1. Outline health and safety standards for at least two outdoor adventure activities. 4.2. Carry out a health and safety check for at least two outdoor adventure activities.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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199

Title	Exploring Leisure Activities
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA231
Unit Reference No	A/506/5898

Unit purpose and aim(s): This unit will enable the learner to explore and identify and access leisure activities.

Learning Outcomes	Assessment Criteria
1. Be able to identify and access leisure activities.	1.1. Give examples of leisure activities. 1.2. Outline how to gain access to local leisure activities. 1.3. Identify clothing or equipment required when using leisure activities. 1.4. Outline the costs involved when accessing leisure activities.
2. Know how to participate in a range of leisure activities.	2.1. Use at least two leisure activities. 2.2. Identify a preferred activity and reasons for choice.
3. Recognise the benefits in participating in leisure activities.	3.1. Outline the main benefits of participating in leisure activities.
4. Understand health and safety issues related to selected leisure activities.	4.1. Outline the key personal health and safety issues when accessing leisure activities. 4.2. Outline general health and safety issues related to the leisure activities selected.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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200

Title	Participating in Exercise and Fitness
Level	One
Credit Value	4
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBA232
Unit Reference No	F/506/5899

Unit purpose and aim(s): This will enable the learner to participate in exercise and fitness to enhance their skills and abilities.

Learning Outcomes	Assessment Criteria
1. Recognise a range of exercise and fitness activities and facilities.	1.1. Give main reasons for taking part in exercise and keeping fit. 1.2. Demonstrate at least two exercise and fitness activities. 1.3. Outline at least two exercise and fitness facilities.
2. Know how to take part in exercise and fitness safely.	2.1. Outline an induction routine for an exercise and fitness activity. 2.2. Demonstrate warm up and cool down activities.
3. Be able to participate in exercise and fitness activities.	3.1. Actively participate in exercise and fitness activities demonstrating: a) time-management b) appropriate dress c) adhering to instructions provided by the activity leader d) complying with health and safety guidelines before, during and after activities
4. Be able to review own performance.	4.1. Outline own strengths and areas for development.

Assessment Guidance

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Assessment Method	Definition	Possible Content
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Title	Assisting at Leisure or Sports Events
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA233
Unit Reference No	K/506/5900

Unit purpose and aim(s): This will enable the learner to work as part of a team and help others at a Leisure or Sport Event.

Learning Outcomes	Assessment Criteria
1. Recognise the different types of leisure and sport events.	1.1. Identify at least two sports and leisure events. 1.2. Outline ways to assist at an event.
2. Be able to assist others at a leisure or sport event.	2.1. Assist others at a leisure or sport event by: a) being suitably dressed for the event. b) being a helpful and active member of the team. c) paying attention and follow instructions correctly 2.2. Outline own strengths and areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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202

Title	Take Part in a Sporting Activity
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA234
Unit Reference No	M/506/5901

Unit purpose and aim(s): This unit will enable the learner to develop their skills and technique when playing their chosen sport.

Learning Outcomes	Assessment Criteria
1. Know how to select and participate in a sporting activity.	1.1. Select and take part in a sport which meets own interests and ability.
2. Recognise the physical and emotional benefits of sport.	2.1. Outline the key physical and emotional benefits of playing a sport.
3. Understand the rules and/or tactics of a chosen sporting activity.	3.1. Outline the essential rules and tactics of chosen sport.
4. Recognise the importance of physical preparation before a sporting session.	4.1. Carry out suitable warm up activities for chosen sport.
5. Be able to improve own performance.	5.1. Identify areas of an activity which suit own personal strengths. 5.2. Identify areas of an activity which challenge own weaknesses. 5.3. Identify ways to improve performance.
6. Understand health and safety considerations relating to sport.	6.1. Outline health and safety considerations for own chosen sport.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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203

Title	Motor Vehicle Workshop Safety
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA235
Unit Reference No	T/506/5902

Unit purpose and aim(s): This unit will enable the learner to gain knowledge of health and safety procedures within a motor vehicle workshop.

Learning Outcomes	Assessment Criteria
1. Understand the importance of health and safety within a motor vehicle workshop.	1.1. Outline the importance of health and safety within a motor vehicle workshop. 1.2. Outline potential hazards in a motor vehicle workshop and how these may be avoided. 1.3. Outline essential personal protective equipment (PPE) required when working in a motor vehicle workshop. 1.4. Apply safe working practices within a motor vehicle workshop.
2. Be aware of safe manual handling techniques.	2.1. Outline the principles of safe manual handling. 2.2. Demonstrate safe manual handling techniques using appropriate equipment when required.
3. Know what to do in the event of an accident or emergency.	3.1. Identify who to inform in the event of an accident or emergency. 3.2. Follow instructions in the event of an accident or emergency. 3.3. Identify the type and location of appropriate firefighting equipment.
4. Be aware of Control of Substances Hazardous to Health (COSHH).	4.1. Outline at least two substances hazardous to health according to current regulations. 4.2. Outline how to dispose of waste products in accordance with environmental guidance.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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204

Title	Routine Motorcycle Maintenance
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA236
Unit Reference No	A/506/5903

Unit purpose and aim(s): This unit will enable the learner to carry out basic motorcycle checks.

Learning Outcomes	Assessment Criteria
1. Be aware of motorcycle systems and components that require routine checks.	1.1. Outline motorcycle systems and components that require routine checks. 1.2. Outline tools and equipment required to carry out checks. 1.3. Outline basic maintenance requirements for motorcycle systems.
2. Be able to carry out routine maintenance on motorcycles.	2.1. Demonstrate how to carry out routine maintenance on motorcycles including: a) how to locate and use technical data b) removal of body panels and seat c) replacing and replenishing fluids d) adjusting and lubricating components and systems
3. Recognise health and safety requirements when carrying out motorcycle checks.	3.1. Apply health and safety requirements when carrying out motorcycle checks. 3.2. Use the appropriate personal protection equipment (PPE) required for motorcycle checks.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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205

Title	Routine Vehicle Maintenance
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA237
Unit Reference No	F/506/5904

Unit purpose and aim(s): This unit will enable the learner to carry out basic vehicle checks.

Learning Outcomes	Assessment Criteria
1. Be aware of vehicle systems and components that require routine checks.	1.1. Identify vehicle systems and components that require routine checks. 1.2. Identify the tools and equipment required to carry out checks. 1.3. Identify basic maintenance requirements for vehicle systems.
2. Be able to carry out routine vehicle maintenance.	2.1. Demonstrate how to carry out routine vehicle maintenance including: a) how to locate and use technical data b) replacing and replenishing fluids c) adjusting and lubricating components and systems
3. Recognise health and safety requirements when carrying out vehicle checks.	3.1. Apply health and safety requirements when carrying out vehicle checks. 3.2. Use the appropriate personal protection equipment (PPE) required for vehicle checks.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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206

Title	Routine Wheel and Tyre Maintenance
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA238
Unit Reference No	J/506/5905

Unit purpose and aim(s): This unit will enable the learner to carry out routine wheel and tyre maintenance.

Learning Outcomes	Assessment Criteria
1. Understand wheel and tyre construction.	1.1. Outline the common types of tyre and wheels used on light vehicles. 1.2. Outline the main construction details of radial cross ply tyres. 1.3. Outline the main markings and terminology associated with vehicle wheels and tyres. 1.4. Give examples of common wheel faults.
2. Be able to follow correct procedures to safely remove and refit road wheels.	2.1. Follow and use correct procedures to safely remove and refit road wheels using correct tools, equipment and technical data. 2.2. Demonstrate how to balance a wheel and tyre assembly in accordance with manufacturer's guidelines.
3. Know how to check tyre pressure and tread depth.	3.1. Demonstrate the correct sequence to check and correct tyre pressures and record tyre depth.
4. Know how to replace tyres.	4.1. Demonstrate how to remove and replace a road tyre in accordance with manufacturer's guidelines.
5. Be able to work safely.	5.1. Apply health and safety requirements when carrying out wheel and tyre checks. 5.2. Use appropriate personal protective equipment (PPE).

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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207

Title	Using Tools and Equipment Within a Motor Vehicle Workshop
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA239
Unit Reference No	D/506/5909

Unit purpose and aim(s): This unit will enable the learner to use motor vehicle hand tools and workshop equipment correctly and safely.

Learning Outcomes	Assessment Criteria
1. Be able to use and maintain motor vehicle hand tools and equipment.	1.1. Identify and use hand tools and equipment within a motor vehicle workshop. 1.2. Outline how to maintain hand tools and equipment within a motor vehicle workshop.
2. Be aware of measuring equipment used in a motor vehicle workshop.	2.1. Identify types of measuring equipment used within a motor vehicle workshop.
3. Be aware of different locking and securing devices used on motor vehicles.	3.1. Outline the types of locking devices commonly found on a motor vehicle. 3.2. Demonstrate the correct use of tools when using locking devices found on a motor vehicle.
4. Be able to work safely when using tools and equipment within a motor vehicle workshop.	4.1. Apply safe working practices when using tools and equipment within a motor vehicle workshop.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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208

Title	Vehicle Body Repairs
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA240
Unit Reference No	R/506/5910

Unit purpose and aim(s): This unit will enable the learner to carry out simple body repairs.

Learning Outcomes	Assessment Criteria
1. Be able to carry out vehicle body repairs.	1.1. Outline the hand tools used in vehicle body repairs. 1.2. Use the correct procedures to prepare damaged areas for repair. 1.3. Carry out at least two body repair tasks using correct hand tools appropriately. 1.4. Outline the techniques used to check repair surface. 1.5. Outline the maintenance requirements of at least two hand tools.
2. Know how to mix, apply and shape vehicle body fillers.	2.1. Select appropriate quantities of filler and hardener to mix. 2.2. Demonstrate the following: a) mixing filler and hardener b) applying filler to damaged panels c) shaping and rubbing down of filled panels
3. Be able to work safely.	3.1. Apply health and safety requirements when carrying out simple vehicle body repairs. 3.2. Use appropriate Personal Protective Equipment and safe working practices when undertaking vehicle body repairs.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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209

Title	Vehicle Valeting
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA241
Unit Reference No	L/506/5906

Unit purpose and aim(s): This unit will enable the learner to understand how to valet a car interior.

Learning Outcomes	Assessment Criteria
1. Be able to valet the exterior of a vehicle.	1.1. Demonstrate how to valet the exterior of a vehicle including: a) selection of appropriate tools, equipment and materials b) washing c) drying d) waxing e) polishing 1.2. Demonstrate appropriate ways to dispose of waste products in accordance with guidelines.
2. Be able to valet the interior of a vehicle.	2.1. Demonstrate how to valet the interior of a vehicle including: a) selection of appropriate tools, equipment and materials b) carpets c) upholstery d) trims e) glass Demonstrate appropriate ways to dispose of waste products in accordance with guidelines.
3. Know how to carry out an inspection on a valeted vehicle.	3.1. Perform a vehicle inspection and check for residue and surface finish. 3.2. Identify inspection findings and rectify any imperfections.
4. Know how to work safely when valeting vehicles.	4.1. Demonstrate how to work safely when valeting vehicles.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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210

Title	Routine Vehicle Braking Systems
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA242
Unit Reference No	R/506/5907

Unit purpose and aim(s): This unit will enable the learner to work safely to remove and replace wheels. The learner will also be required to service and maintain vehicle braking systems.

Learning Outcomes	Assessment Criteria
1. Be able to work safely on vehicle braking systems.	1.1. Apply safe working practices when working on vehicle braking systems.
2. Be able to remove and replace wheels.	2.1. Remove and replace road wheels using: a) safe jacking procedure b) correct jacking points c) axle stands d) torque wrench
3. Know the main components of a braking system.	3.1. Identify the main components of a vehicle braking system to include: a) master cylinder b) brake servo c) disc brakes d) drum brakes e) parking brake f) warning lights 3.2. Identify the wheels that the parking brake operates.
4. Be able to service and maintain braking systems.	4.1. Remove and replace disc pads reporting on the condition of the following: a) brake pads b) brake discs c) brake calliper d) flexible brake hose 4.2. Remove and replace brake drum reporting on the condition of the following: a) brake drum b) brake shoes c) brake wheel cylinders 4.3. Perform checks on condition of both brake fluid and operation of brake warning lights. 4.4. Check and top up brake fluid reservoir.
5. Be able to dispose of waste products appropriately.	5.1. Dispose of waste products in accordance with environmental guidance.

Assessment Guidance	

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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212

Title	Identification of Basic External and Internal Car Components
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA243
Unit Reference No	Y/506/5908

Unit purpose and aim(s): The unit will enable the learner to identify external and internal car components.

Learning Outcomes	Assessment Criteria
1. Recognise major engine and chassis components.	1.1. Locate the following engine components: a) alternator b) starter motor c) carburetor 1.2. Locate the following internal engine components: a) crankshaft b) piston c) valves d) connecting rod e) oil pump f) camshaft g) flywheel 1.3. Locate the following chassis components: a) gearbox b) front and rear brake assemblies c) suspension components
2. Recognise cooling system components.	2.1. Locate the following cooling system components: a) radiator b) water pump c) thermostat d) hoses

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

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

Standardisation

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

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

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

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

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Administration

Registration

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

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges

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

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

Retention of Evidence

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

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Qualification Number: 601/3888/9

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Qualification Number: 601/3889/0

Operational start date: 01 August 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2031

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