

Qualification Specification:

OCN NI Level 2 Award in Further Study Skills

- **Qualification No: 601/6251/X**

OCN NI Level 2 Certificate in Further Study Skills

- **Qualification No: 601/6252/1**

OCN NI Level 2 Extended Certificate in Further Study Skills

- **Qualification No: 601/6271/5**



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Qualification extended to 31 May 2030	2.1

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

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

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

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

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Award, Certificate and Extended Certificate in Further Study Skills**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 2 Award, Certificate and Extended Certificate in Further Study Skills.

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

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

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

4.1 Additional Support

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

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

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

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Further Study Skills

Qualification Number: 601/6251/X

OCN NI Level 2 Certificate in Further Study Skills

Qualification Number: 601/6252/1

OCN NI Level 2 Extended Certificate in Further Study Skills

Qualification Number: 601/6271/5

Operational start date: 01 June 2015

Operational end date: 31 May 2030

Certification end date: 31 May 2032

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

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

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

5.2 Sector Subject Area

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

14.1 Foundations for learning and life

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aims and Objectives

Qualifications' Aim

The OCN NI Level 2 Award, Certificate and Extended Certificate in Further Study Skills are designed to enable the learner to gain knowledge and skills in preparing them to progress to study at higher levels.

Qualifications' Objectives

The qualifications will provide the learner with opportunities to study in the following areas:

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

5.5 Target Learners

The qualifications are targeted at potential learners who have:

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

5.6 Entry Requirements

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

5.7 Progression

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

5.8 Delivery Language

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

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

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

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

6.4 Tutor Requirements

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

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.
- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant experience, where applicable.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors.

6.5 Assessor Requirements

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

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

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Relevant Industry Experience:** A minimum of three years of practical experience is a prerequisite where applicable. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

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

6.6 Internal Verifier Requirements

The Internal Verifier plays a crucial role in the Centre's internal quality assurance processes. The Centre must designate a skilled and trained Internal Verifier who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Verifier for these qualifications must meet the following criteria:

- **Relevant Industry Experience:** A minimum of three years of practical experience is a prerequisite where applicable.
- **Internal Verification Expertise:** Internal Verifiers should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Verifiers Qualification:** Internal Verifiers should hold or be currently undertaking a recognised Internal Verifier's qualification; or must have attended the OCN NI Internal Verification Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal verifiers are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Award, Certificate and Extended Certificate in Further Study Skills are unitised qualifications on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency.

7.2 Qualification Level

In the context of the OCN NI Level 2 Award, Certificate and Extended Certificate in Further Study Skills it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 2, which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 2 Award in Further Study Skills
Total Qualification Time (TQT): 60 hours
Total Credits Required: 6 credits
Guided Learning Hours (GLH): 26 hours
OCN NI Level 2 Certificate in Further Study Skills
Total Qualification Time (TQT): 130 hours
Total Credits Required: 13 credits
Guided Learning Hours (GLH): 67 hours
OCN NI Level 2 Extended Certificate in Further Study Skills
Total Qualification Time (TQT): 320 hours
Total Credits Required: 32 credits
Guided Learning Hours (GLH): 179 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Further Study Skills** learners must complete a total of 6 credits. Units can be taken from any group.

To achieve the **OCN NI Level 2 Certificate in Further Study Skills** learners must complete a total of 13 credits. 4 credits must be taken the Core Skills group (Study Skills and Personal Development group). The remaining 9 credits may be taken from any group.

To achieve the **OCN NI Level 2 Extended Certificate in Further Study Skills** learners must complete a total of 32 credits. 4 credits must be taken the Core Skills group (Study Skills and Personal Development group). The remaining 28 credits may be taken from any group.

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

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

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

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

8.2 Understanding the Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Further Study Skills

Total Qualification Time (TQT) for this qualification: 60 hours

Guided Learning Hours (GLH) for this qualification: 26 hours

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

OCN NI Level 2 Certificate in Further Study Skills

Total Qualification Time (TQT) for this qualification: 130 hours

Guided Learning Hours (GLH) for this qualification: 67 hours

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

OCN NI Level 2 Extended Certificate in Further Study Skills

Total Qualification Time (TQT) for this qualification: 320 hours

Guided Learning Hours (GLH) for this qualification: 179 hours

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

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Study Skills & Personal Development – Core Group					
J/650/0027	CBF550	Transitioning to Higher Education: Mental Health and Well-being	1	8	Two
H/650/0062	CBF556	Transitioning to Further Education: Mental Health and Well-being	1	8	Two
K/650/0028	CBF551	Using Technology to Create, Edit and Communicate Information	2	12	Two
K/507/2491	CBC542	Developing a Personal Statement	1	8	Two
T/507/2493	CBC543	Managing Own Study Skills	2	11	Two
F/507/2495	CBC544	Plagiarism & Academic Referencing systems	1	5	Two
R/507/2498	CBC545	Revision & Exam Study Skills	2	11	Two

Y/507/2499	CBC546	Time Management Skills	2	11	Two
A/617/5490	CBE469	Mental Health, Well-being and Building Resilience	3	24	Two
Y/506/6511	CBA318	Equal Opportunities	3	24	Two
D/506/6526	CBA333	Oral Presentation Skills in Practice	3	24	Two
M/615/2921	CBD728	Promoting Mental Well-being	5	40	Two
K/506/6528	CBA447	Skills in Customer Service	3	24	Two
Literacy Units – Optional Group					
M/507/2461	CBC529	Spelling Strategies	2	11	Two
T/507/2462	CBC530	Using Reading Strategies	2	13	Two
A/507/2463	CBC531	Writing Strategies	3	18	Two
F/507/2464	CBC532	Essay Writing Skills	2	11	Two
J/507/2465	CBC533	Punctuation & Grammar	2	11	Two
Mathematics – Optional Group					
Y/507/2468	CBC534	Algebra, 2D and 3D Shapes	3	21	Two
L/650/0029	CBF552	Functional Mathematical Skills: 1	2	13	Two
T/650/0030	CBF553	Functional Mathematical Skills: 2	2	13	Two
R/507/2467	CBC535	Graphs & Statistics	3	21	Two
D/651/8620	CBG912	Personal Finance	4	32	Two
Science – Optional Group					
K/507/2474	CBC536	Physics and Physical Processes	3	19	Two
D/507/2469	CBC537	Biological Systems	2	16	Two
F/507/2478	CBC538	Principles of Chemistry	3	19	Two
Y/507/2471	CBC541	Scientific Investigative Principles & Practical Skills	2	16	Two
Social Sciences – Optional Group					
F/507/2481	CBC539	Exploring Psychology	3	13	Two
H/507/2716	CBC547	Exploring Sociology	3	13	Two

M/507/2489	CBC548	Social Policy	2	13	Two
Health and Social Care – Optional Group					
Y/615/2914	CBD724	Fundamentals of Mental Health and its Impact	2	16	Two
F/615/2924	CBD725	Health Science	3	24	Two
M/615/2921	CBD728	Promoting Mental Well-being*	5	40	Two
K/615/2917	CBD726	The Human Body	3	24	Two
T/615/2922	CBD729	The Systems and Processes within the Human Body	5	40	Two
T/615/2919	CBD727	Understanding Disease in the Human Body	6	48	Two

* If the Promoting Mental Well-being Unit M/615/2921 is chosen in the Study Skills & Personal Development – Core Group, it cannot be chosen a second time in the health and social care options.

10. Unit Content

Title	Transitioning to Higher Education: Mental Health and Well-being	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBF550	
Unit Reference No	J/650/0027	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand factors that may impact adversely on own mental health and well-being when transitioning to higher education (HE) and methods or techniques that can be used to improve own mental health and well-being.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by good mental health and well-being.	1.1. Summarise using examples what is meant by good mental health and well-being.	
2. Understand factors that may impact adversely on mental health and well-being when transitioning to higher education (HE).	2.1. Describe using examples three internal and three external factors may impact adversely on own mental health and well-being when transitioning to HE.	
3. Understand how to improve mental health and well-being when transitioning to HE.	3.1. Describe at least four methods or techniques that may be used to improve own mental health and well-being when transitioning to HE.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Transitioning to Further Education: Mental Health and Well-being	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBF556	
Unit Reference No	H/650/0062	
Unit purpose and aim(s): This unit will enable the learner to understand factors that may impact adversely on own mental health and well-being when transitioning to further education (FE) and methods or techniques that can be used to improve own mental health and well-being.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by good mental health and well-being.	1.1. Describe using examples what is meant by good mental health and well-being.	
2. Be aware of factors that may impact adversely on mental health and well-being when transitioning to further education (FE).	2.1. Describe using examples three internal and three external factors may impact adversely on own mental health and well-being when transitioning to FE.	
3. Know how to improve mental health and well-being when transitioning to FE.	3.1. Describe at least four methods or techniques that may be used to improve own mental health and well-being when transitioning to FE.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Using Technology to Create, Edit and Communicate Information
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CBF551
Unit Reference No	K/650/0028
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to create, edit and communicate information using information technology systems and software.	
Learning Outcomes	Assessment Criteria
1. Be able to create and edit documents using technology.	1.1. Use appropriate software to enter, edit and format text including: <ul style="list-style-type: none"> a) font size b) font type c) highlights d) underline e) bold f) italic g) creating bullet point lists 1.2. Create and format a table within a given document including appropriate: <ul style="list-style-type: none"> a) positioning b) sizing c) border style 1.3. Format and insert a graphic within a given document including appropriate: <ul style="list-style-type: none"> a) positioning b) sizing c) captioning d) borders
2. Be able to edit and enhance digital media.	2.1. Edit and enhance at least three images to include the following: <ul style="list-style-type: none"> a) adjusting image contrast and colour balance b) adding a text caption c) cropping of required section d) resizing appropriately
3. Be able to compose, send and receive emails.	3.2. Compose and format emails including attachments. 3.3. Determine message size and how it can be reduced if required. 3.4. Send emails to individuals and groups. 3.5. Describe how to stay safe and respect others when using email. 3.6. Use an address book to organise contact information. 3.7. Read and respond to emails appropriately. 3.8. Set up automated responses. 3.9. Archive and store emails including attachments.

4. Be able to create and edit a presentation.

- 4.1. Create a presentation including:
- a) master slide to ensure consistency in the presentation of layout, colour and font
 - b) formatting of text font size and type, underline, bold and italics
 - c) insertion of at least one graphic and hyperlink
 - d) embedding of least one video
 - e) insertion of speaker notes

Assessment Guidance

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

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

Title	Developing a Personal Statement	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	5	
OCN NI Unit Code	CBC542	
Unit Reference No	K/507/2491	
Unit purpose and aim(s): This unit will enable the learner to develop a personal statement.		
Learning Outcomes		Assessment Criteria
1. Know how to prepare and write a personal statement.		1.1. Describe the purpose and content of a personal statement. 1.2. Compare successful personal statements for a range of purposes including employment and higher education courses. 1.3. Develop a personal statement for a chosen purpose.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Managing Own Study Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC543	
Unit Reference No	T/507/2493	
Unit purpose and aim(s): This unit will enable the learner to assess and improve own study skills.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of study management skills and its impact on own study.	1.1. Describe the importance and characteristics of good study management skills 1.2. Define the terms positive pressure and negative stress. 1.3. Describe the consequences of poor management study skills including: a) short and long-term impact b) physical and psychological effects 1.4. Identify strategies for overcoming the adverse effects of poor management study skills.	
2. Know how to organise own study programme to meet a set of targets.	2.1. Identify strengths and weaknesses of own study patterns and habits. 2.2. Compare own study patterns to an efficient model identifying possible areas for improvement in own study programme. 2.3. Develop a study plan to achieve set targets.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Plagiarism and Academic Referencing Systems	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	5	
OCN NI Unit Code	CBC544	
Unit Reference No	F/507/2495	
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by plagiarism and how to use an accepted referencing system.		
Learning Outcomes		Assessment Criteria
1. Understand plagiarism.	1.1. Describe what is meant by plagiarism, associated consequences and how it may be avoided. 1.2. Compare paraphrasing versus quoting. 1.3. Describe the use of anti-plagiarism resources.	
2. Be able to cite and reference sources.	2.1. Define the term common knowledge. 2.2. Describe the most commonly used citing/referencing style. 2.3. Use an accepted referencing system to cite sources and construct a bibliography.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Revision and Exam Study Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC545	
Unit Reference No	R/507/2498	
Unit purpose and aim(s): This unit will enable the learner to develop own revision and exam study skills.		
Learning Outcomes		Assessment Criteria
1. Understand how to select and apply appropriate revision strategies.	1.1. Describe own strengths and weaknesses in relation to revision for a specific subject. 1.2. Apply a range of revision strategies assessing the effectiveness of each taking into account own preferences.	
2. Be able to manage time effectively under exam conditions.	2.1. Demonstrate effective time management planning skills under exam conditions. 2.2. Adhere to time management plan under exam conditions. 2.3. Plan and formulate responses to exam questions or tasks that fully meet requirements. 2.4. Identify the strengths and weaknesses of his/her own performance.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Time Management Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC546	
Unit Reference No	Y/507/2499	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand time management skills and how to implement effective time management in own life to help reduce stress.		
Learning Outcomes		Assessment Criteria
1. Understand time management skills and techniques.	1.1. Describe what is meant by time management skills and how these may be used. 1.2. Describe and apply time management techniques.	
2. Understand how time management may reduce stress.	2.1. Describe examples of physical and emotional symptoms of stress. 2.2. Explain how time management can help reduce stress.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Mental Health, Well-being and Building Resilience	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE469	
Unit Reference No	A/617/5490	
Unit purpose and aim(s): This unit will enable the learner to understand mental health and well-being and be able to build resilience.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by good mental health, well-being and resilience and influencing factors.	1.1. Summarise what is meant by good mental health, well-being and resilience and influencing factors.	
2. Understand the link between emotions and well-being.	2.1. Describe three positive and three negative emotions and possible causes of each. 2.2. Describe how emotions may positively and negatively impact on well-being 2.3. Describe with examples how emotions may be managed to promote well-being 2.4. Describe what is meant by emotional resilience and how it may be developed	
3. Understand the link between positive communication and good mental health, well-being and resilience.	3.1. Describe the link connecting positive communication between individuals and good mental health, well-being and resilience	
4. Understand how to improve well-being and resilience.	4.1. Illustrate with examples how the following 5 ways to well-being may be used to improve well-being and resilience: a) connect b) keep Learning c) be Active d) take Notice e) give to others 4.2 Summarise at least three tools or techniques that may be used to improve well-being and resilience.	
5. Be aware of mental health and well-being sources of advice and support.	5.1. Identify at least three sources of advice and support in local area for mental health and well-being.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

Title	Equal Opportunities	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBA318	
Unit Reference No	Y/506/6511	
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. Describe what is meant by the term diversity. 1.2. Describe why it is important to respect diversity.	
2. Understand discrimination.	2.1. Describe what is meant by the term discrimination. 2.2. Compare examples of discriminatory behaviour in relation to the following: a) age b) race c) gender d) sexuality. 2.3. Describe ways to challenge discriminatory behaviour.	
3. Understand the importance of equal opportunities legislation.	3.1. Assess the value of equal opportunities legislation and how it promotes inclusion. 3.2. Identify a range of 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
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Oral Presentation Skills in Practice	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBA333	
Unit Reference No	D/506/6526	
Unit purpose and aim(s): This unit will enable the learner to source information, plan, present and evaluate a presentation.		
Learning Outcomes		Assessment Criteria
1. Be able to source information and plan a presentation.	1.1. Describe how to locate different sources of information relevant to the topic of presentation. 1.2. Prepare a plan for a presentation.	
2. Be able to deliver a structured presentation to an audience.	2.1. Deliver a presentation ensuring it is: a) clearly introduced b) presented logically c) explains key concepts d) supported with evidence e) effectively concluded 2.1. Demonstrate awareness of audience ensuring you: a) speak audibly b) adapt pace c) use support materials d) listen and respond to questions	
3. Know how to evaluate the presentation.	3.1. Evaluate the presentation 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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Promoting Mental Well-being	
Level	Two	
Credit Value	5	
Guided Learning Hours (GLH)	40	
OCN NI Unit Code	CBD728	
Unit Reference No	M/615/2921	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand influences on mental health and how positive psychological and emotional well-being may be promoted.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by the term mental health and factors that affect mental well-being.	1.1. Describe what is meant by the term mental health. 1.2. Describe three positive and three negative influences on a person’s mental health. 1.3. Discuss the term resilience in relation to maintaining good mental health. 1.4. Describe early warning signs that may indicate a mental health difficulty.	
2. Understand reasons why people avoid seeking support to maintain their mental and emotional well-being.	2.1. Outline reasons why people do not access support for mental well-being. 2.2. Define the terms stigma and discrimination in relation to mental health. 2.3. Describe the possible effects of stigma and discrimination for people who are experiencing mental health difficulties.	
3. Describe resources and services that promote positive psychological and emotional well-being.	3.1. Describe two campaigns that support people to seek help for their mental health. 3.2. Identify how these campaigns aim to encourage people to seek support. 3.3. Describe three voluntary, three statutory and three private services that support positive psychological well-being.	
4. Describe steps that can be taken to address early warning signs of mental health difficulties.	4.1. Describe how the seeking of help early, when the warning signs of mental health difficulties occur, assists in addressing them. 4.2. Describe three lifestyle choices that may assist with promoting recovery and positive mental health.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

Title	Skills in Customer Service	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBA447	
Unit Reference No	K/506/6528	
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. Describe the principles of customer service.	
2. Understand the benefits to an organisation of good customer service.	2.1. Describe examples of good practice in customer service and why it is important. 2.2. Describe how good customer service promotes customers’ confidence in the organisation. 2.3. Describe why it is important to maintain customer confidentiality.	
3. Understand the possible consequences of poor customer service.	3.1. Describe how poor customer service can impact on: a) customers b) the organisation c) reputation of organisation d) staff	
4. Understand the value of first impressions.	4.1. Describe why it is important to make a good, first impression. 4.2. Illustrate ways to create 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. Describe non-verbal communication and how it can support face to face communication. 5.2. Describe appropriate and inappropriate ways of communicating verbally with customers.	
6. Understand how to deal with customer complaints.	6.1. Describe 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
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable	Record of observation Learner notes/written work Learner log

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

Title	Spelling Strategies	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC529	
Unit Reference No	M/507/2461	
Unit purpose and aim(s): This unit will enable the learner to understand and apply spelling strategies in order to improve own spelling.		
Learning Outcomes		Assessment Criteria
1. Use independent spelling strategies to spell accurately.	1.1. Describe and use a range of independent spelling strategies including: a) identifying frequent errors and error patterns in own writing b) selecting appropriate strategies for particular spelling problems c) classifying words into spelling groups. d) learn and applying rules which improve spelling	
2. Be able to maintain a personal spelling programme over a period of time.	2.1. Maintain a personal spelling programme over a period of time. 2.2. Plan and review learning regularly. 2.3. Demonstrate correct spelling progress in own writing.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Using Reading Strategies	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBC530	
Unit Reference No	T/507/2462	
Unit purpose and aim(s): This unit will enable the learner to understand and apply a range of reading strategies.		
Learning Outcomes	Assessment Criteria	
1. Assess the purpose of a range of texts.	1.1. Describe how language is used in different contexts. 1.2. Assess the effectiveness of a range of texts identifying the techniques used by the author to achieve a purpose including: a) continuous descriptive b) explanatory c) persuasive texts	
2. Be able to evaluate information and ideas within a range of texts.	2.1. Evaluate a range of texts taking into account the following: a) fact and opinion b) sources of ideas and opinions c) use of vocabulary for different purposes	
4. Be able to select appropriate reading strategies.	4.1. Select reading strategies to address the following: a) find and obtain information b) identify main points and specific details c) summarise information from large blocks of text	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Writing Strategies	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBC531	
Unit Reference No	A/507/2463	
Unit purpose and aim(s): This unit will enable the learner to demonstrate a variety of writing strategies for different purposes.		
Learning Outcomes		Assessment Criteria
1. Be able to interpret piece of writing.	1.1. Use a variety of literary techniques to help interpret the purpose of texts. 1.2. Use a variety of literary techniques to help interpret the meaning of texts.	
2. Be able to use different writing styles.	2.1. Describe and use a range of different styles of writing for different purposes.	
3. Be able to use a range of writing formats.	3.1. Describe and use a range of writing formats to convey feelings, ideas and/or experiences.	
4. Use writing in order to communicate.	4.1. Demonstrate the use of writing to communicate including: a) logical development of ideas and different sentence constructions b) writing coherently and fluently, using varied vocabulary and images where appropriate c) using a range of strategies and appropriate tools to convey a message	
5. Know how to plan and draft a piece of writing.	5.1. Use a range of planning techniques. 5.2. Develop a detailed plan for a piece of writing. 5.3. Describe the development stages of own writing. 5.4. Produce first drafts of writing. 5.5. Demonstrate the need to edit a draft. 5.6. Use proof reading techniques. 5.7. Produce a final copy.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

Title	Essay Writing Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC532	
Unit Reference No	F/507/2464	
Unit purpose and aim(s): This unit will enable the learner to understand how to plan and present an essay.		
Learning Outcomes		Assessment Criteria
1. Understand an essay task.	1.1. Outline a proposed structure to a given essay ensuring all requirements are met. 1.2. Compare fictional and non-fictional writing	
2. Be able to present and compare information and opinions within an essay.	2.1. Use formal language to present, compare and formulate opinions within an essay, using evidence to support ideas. 2.2. Use a formal referencing system to record sources used. 2.3. Proof read essay for accuracy in grammar and punctuation	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Punctuation and Grammar	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	11	
OCN NI Unit Code	CBC533	
Unit Reference No	J/507/2465	
Unit purpose and aim(s): This unit will enable the learner to understand the correct use of punctuation and grammar.		
Learning Outcomes		Assessment Criteria
1. Be able to use punctuation correctly.	1.1. Describe when and how to use punctuation including: a) capital letters b) end of sentence punctuation c) commas, including their use to divide phrases d) semi-colons e) colons f) speech marks 1.2. Use the above punctuation accurately in own writing. 1.3. Assess own writing for correct use of punctuation.	
2. Be able to use grammar correctly.	2.1. Use subordinate clauses in sustained pieces of writing. 2.2. Use tenses showing: a) subject and verb agreement b) correct construction of tenses 2.3. Assess own writing for correct use of grammar.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Algebra, 2D and 3D Shapes	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBC534	
Unit Reference No	Y/507/2468	
Unit purpose and aim(s): This unit will enable the learner to understand basic algebra, 2D and 3D shapes.		
Learning Outcomes		Assessment Criteria
1. Calculate Powers and Roots.	1.1. Calculate simple powers and square roots without a calculator. 1.2. Calculate powers, square roots and cube roots using a calculator	
2. Carry out calculations using negative numbers.	2.1. Illustrate what is meant by the number line. 2.2. Add and subtract numbers that have different signs. 2.3. Multiply numbers that have different signs. 2.4. Divide numbers that have different signs.	
3. Use Symbols.	3.1. Translate verbal statements into algebraic symbols. 3.2. Calculate the value of an algebraic expression using substitution. 3.3. Simplify algebraic expressions. 3.4. Remove brackets form algebraic expressions.	
4. Use formulae and solve linear equations.	4.1. Evaluate the subject of simple formulas using substitution. 4.2. Solve a range of simple linear equations.	
5. Calculate areas, perimeters and volumes.	5.1. Calculate the area and perimeter of simple geometric shapes including: a) squares b) rectangles c) triangles 5.2. Calculate the area and perimeter of compound geometric shapes including: a) squares b) rectangles c) triangles 5.3. Calculate the volume of cubes and cuboids.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Functional Mathematical Skills: 1	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBF552	
Unit Reference No	L/650/0029	
Unit purpose and aim(s): This unit will enable learners to carry out functional mathematical calculations using whole and decimal numbers.		
Learning Outcomes	Assessment Criteria	
1. Perform basic mathematical operations.	1.1. Add and subtract whole and decimal numbers. 1.2. Multiply and divide whole and decimal numbers. 1.3. Carry out multiple operations in correct order.	
2. Round numbers.	2.1. Round numbers to 1, 2 and 3 decimal figures. 2.2. Round numbers to 1, 2 and 3 significant figures. 2.3. Round numbers to the nearest 10, 100 and 1000.	
3. Determine the Lowest Common Multiple (L.C.M.) and the Highest Common Factor (H.C.F.).	3.1. Determine the L.C.M. and the H.C.F. of two integers and a set of three integers.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Functional Mathematical Skills: 2	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBF553	
Unit Reference No	T/650/0030	
<i>Unit purpose and aim(s):</i> This unit will enable learners to carry out functional mathematical calculations using fractions, percentages and ratios.		
Learning Outcomes	Assessment Criteria	
1. Use Fractions.	1.1. Reduce a fraction to its lowest terms. 1.2. Find a fraction of a quantity. 1.3. Write one quantity as a fraction of another giving the answer as a fraction in its simplest form. 1.4. Add, subtract, multiply and divide fractions. 1.5. Convert fractions to decimals.	
2. Use Percentages.	2.1. Express one number as a percentage of another. 2.2. Find percentages of quantities. 2.3. Calculate simple and compound interest. 2.4. Calculate percentage increase and percentage decrease in a quantity.	
3. Use Ratios.	3.1. Write ratios in the form 3:2. 3.2. Divide a quantity into a given ratio. 3.3. Use direct proportion in everyday situations.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Graphs and Statistics	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBC535	
Unit Reference No	R/507/2467	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the use of graphs and statistics in mathematics.		
Learning Outcomes	Assessment Criteria	
1. Construct Graphs.	1.1. Extract information accurately from graphs including those with points in all four quadrants. 1.2. Construct graphs using appropriate scales, plotting points accurately, including those with points in all four quadrants. 1.3. Construct graphs of linear equations. 1.4. Construct graphs describing real-life situations.	
2. Be able to extract and interpret statistical information.	2.1. Extract and interpret information from tables and charts. 2.2. Extract and interpret information from: a) bar charts b) pie charts c) comparative line graphs	
3. Be able to represent data using a variety of charts.	3.1. Represent given data sets in suitable ways using: a) bar charts b) pie charts c) graphs	
4. Calculate mean, median, mode and range of a data set	4.1. Calculate the mean of data sets. 4.2. Calculate the median of data sets. 4.3. Calculate the mode of data sets. 4.4. Calculate the range of data sets.	
5. Be able to compare two sets of data using different types of average.	5.1. Compare two sets of data using measures of average.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

Title	Personal Finance
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBG912
Unit Reference No	D/651/8620
Learn Direct Code	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of personal finance management and budgeting skills essential for independent living. Learners will gain practical knowledge of income, taxation, expenditure planning, and financial decision-making while strengthening their functional mathematical skills in real-world contexts.	
Learning Outcomes	Assessment Criteria
1. Be able to calculate personal income and interpret payslip information.	1.1. Describe what is meant by gross and net income and how tax and national insurance relate to these. 1.2. Describe the purpose of income tax and national insurance how it is calculated for a given individual's circumstances. 1.3. Calculate gross and net income for a given individual's tax and national insurance rate and circumstances. 1.4. Interpret a given individual's payslip identifying the key elements
2. Be able to categorise personal expenditure.	2.1. Identify different common types of household expenses. 2.2. Describe using at least 3 examples for each what is meant by essential needs and discretionary wants and categorise them into these two groups. 2.3. Convert given weekly, daily and annual costs to monthly costs
3. Be able to create and manage a personal budget.	3.1. Identify own personal income and expenditure over a given period of time. 3.2. Create a personal budget for a given time frame using the income and expenditure identified in AC 3.1. that is surplus at the end of that timeframe. 3.3. Monitor personal budget created in AC 3.2 over a given time frame recording any deviations from budget. 3.4. Make adjustments to income or expenditure in light of deviations identified in AC 3.3 to ensure budget surplus is maintained over the timeframe of the budget.
4. Understand the role of savings and borrowing in achieving financial goals.	4.1. Calculate the savings required to meet a given financial goal including the impact of interest on savings. 4.2. Describe the key features of hire purchase agreements and other forms of credit and how they impact personal finances including the calculation of pf payments and interest for a given purchase. 4.3. Compare the costs of borrowing or use of credit versus saving for given purchases.
Assessment Guidance	
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.	

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

Title	Physics and Physical Processes	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	19	
OCN NI Unit Code	CBC536	
Unit Reference No	K/507/2474	
Unit purpose and aim(s): This unit will enable the learner to understand the theory and application of basic physical processes.		
Learning Outcomes	Assessment Criteria	
1. Understand the nature of physics and energy transfer.	1.1. Describe a range of physical processes and forms of energy. 1.2. Describe and apply the law of conservation of energy to simple situations. 1.3. Describe, with examples, the processes of energy transfer 1.4. Perform a range of simple calculations in relation to physical processes and energy transfer.	
2. Understand electricity.	2.1. Define what is meant by electrical energy and power. 2.2. Describe the features of simple circuits including: a) Voltage b) Amperage c) Resistance, parallel and series 2.3. Design, construct and measure simple series and parallel circuits.	
3. Understand forces and motion.	3.1. Describe Newton’s laws and their application to simple systems.	
4. Understand waves.	4.1. Describe the features of waves including: a) frequency b) wavelength c) amplitude d) period e) velocity 4.2. Illustrate, with examples, the electromagnetic spectrum. 4.3. Describe the propagation of sound waves. 4.4. Perform a range of simple wave calculations.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Biological Systems	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBC537	
Unit Reference No	D/507/2469	
Unit purpose and aim(s): This unit will enable the learner to understand the fundamentals of biological systems.		
Learning Outcomes	Assessment Criteria	
1. Understand the fundamentals of biological science.	1.2. Define key attributes of living organisms. 1.3. Describe the structure and function of typical animal, plant and bacterial cells. 1.4. Describe, with examples, the principles of diffusion, osmosis and active transport.	
2. Understand the biochemistry of biological systems.	2.1. Describe the biochemistry of biological systems essential to life including: a) Monomers b) Protein c) Carbohydrates 2.2. Describe the principles of enzyme action.	
3. Understand inheritance.	3.1. Describe the basic structure of DNA. 3.2. Describe the process of monohybrid inheritance.	
4. Understand photosynthesis.	4.1. Illustrate the process of photosynthesis.	
5. Understand the structure and function of an animal's digestive system.	5.1. Describe the structure and function of an animal's digestive system.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Principles of Chemistry	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	19	
OCN NI Unit Code	CBC538	
Unit Reference No	F/507/2478	
Unit purpose and aim(s): This unit will enable the learner to understand the basic principles of chemistry.		
Learning Outcomes		Assessment Criteria
1. Understand the nature of chemistry and the main types of chemical reaction.	1.1. Outline various states of matter and the main types of chemical reactions. 1.2. Use simple balanced chemical equations to represent reactions. 1.3. Illustrate, with examples, the pH scale. 1.4. Assess the pH of a solution. 1.5. Describe the process of neutralisation.	
2. Understand atomic structure and bonding.	2.1. Describe the structure of the atom in terms of relative atomic mass and charge. 2.2. Describe the difference between elements, compounds and mixtures. 2.3. Define and give an example of ionic bonding. 2.4. Define and give an example of covalent bonding.	
3. Know the periodic table.	3.1. Differentiate common elements from their proton number, chemical symbol or their position in the periodic table. 3.2. Describe the properties of elements of Groups one and seven. 3.3. Use the reactivity series of metals to predict the results of simple experiments.	
4. Understand rates of reaction.	4.1. Describe the progress of reaction in terms of kinetic theory. 4.2. Describe factors affecting the rate of reaction.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

Title	Scientific Investigative Principles and Practical Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBC541	
Unit Reference No	Y/507/2471	
Unit purpose and aim(s): This unit will enable the learner to design and implement practical investigations.		
Learning Outcomes		Assessment Criteria
1. Know how to formulate a hypothesis.	1.1. Produce a simple testable hypothesis.	
2. Be able to work safely in the laboratory.	2.1. Perform a risk assessment. 2.2. Follow laboratory safety procedures. 2.3. Use apparatus safely. 2.4. Identify common hazard warning symbols.	
3. Be able to produce an experimental plan.	3.1. Produce an experimental plan identifying variables which need to be controlled. 3.2. Record apparatus and materials diagrammatically to implement the plan.	
4. Know how to implement a practical investigation and record observations.	4.1. Follow instructions to carry out an investigation methodically. 4.2. Use instruments to obtain consistent results. 4.3. Make contemporaneous records. 4.4. Record an appropriate number of readings and observations.	
5. Know how to interpret results.	5.1. Apply an appropriate numerical or graphical technique to the data. 5.2. Describe trends and draw conclusions. 5.3. Apply results to scientific principles. 5.4. Identify errors, anomalies and limitations, if any.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
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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

Title	Exploring Psychology	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBC539	
Unit Reference No	F/507/2481	
Unit purpose and aim(s): This unit will enable the learner to gain an appreciation of psychology, psychological terminology, associated ethical issues and research methodology.		
Learning Outcomes	Assessment Criteria	
1. Understand psychological terminology.	1.1. Summarise the following terms in relation to psychology: a) Falsifiable b) Verifiable c) Theoretical approach	
2. Understand the role of ethics within psychological research.	2.1. Summarise current ethical guidelines relating to psychological research. 2.2. Describe the importance of ethical approaches to psychological research. 2.3. Outline ethical issues found in psychological theory.	
3. Understand psychological methods of investigation.	3.1. Describe a range of psychological methods of investigation.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
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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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Exploring Sociology	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBC547	
Unit Reference No	H/507/2716	
Unit purpose and aim(s): This unit will enable the learner to understand sociology, its boundaries, development, terminology and key theories.		
Learning Outcomes		Assessment Criteria
1. Understand the boundaries of sociological investigation.		1.1. Describe the sociological approaches to the study of human behaviour. 1.2. Compare the boundaries and approaches to sociological investigation with other social sciences. 1.3. Define a range of sociological terminology in frequent use. 1.4. Describe the historical development of sociology and the social context in which it emerged.
2. Understand the nature/nurture debate.		2.1. Compare the following characteristics in the context of the nature/nurture debate: a) genetically inherited b) socially acquired 2.2. Describe cases of social deprivation showing the importance of learned behaviour. 2.3. Summarise a range of arguments concerning the nature/nurture debate.
3. Understand a range of sociological theories.		3.1. Summarise a range of sociological theories and associated terminology.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
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Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Social Policy	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	13	
OCN NI Unit Code	CBC548	
Unit Reference No	M/507/2489	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain key issues and debates within social policy.		
Learning Outcomes	Assessment Criteria	
1. Understand key issues and debates within social policy.	1.1. Describe what is meant by social policy. 1.2. Describe the historical development of social policy including: a) influences b) personalities 1.3. Summarise key social policy debates on the following: a) Welfare provision b) Social class c) Gender d) Ethnicity e) Family and community	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Fundamentals of Mental Health and its Impact	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBD724	
Unit Reference No	Y/615/2914	
Unit purpose and aim(s): This unit will enable the learner to be aware of the issues associated with mental health and how to communicate with individuals suffering from mental health problems		
Learning Outcomes	Assessment Criteria	
1. Understand the term mental health and its impact.	1.1. Define the term Mental Health. 1.2. Describe the key symptoms of three mental health conditions. 1.3. Describe the impact of mental health problems on the individual and others. 1.4. Describe four factors that affect mental health. 1.5. Give three examples of mental health problems.	
2. Understand the importance of a person-centred approach when working with individuals with mental health problems.	2.1. Describe why it is important to recognise and value an individual with mental health problems as a person first. 2.2. Describe three examples of how to use a person-centred approach when working with individuals with mental health problems.	
3. Know about therapeutic communication skills in Mental Health.	3.1. Compare the strengths and weakness of three types of therapeutic verbal and non-verbal communication skills used in mental health.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
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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
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Health Science	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBD725	
Unit Reference No	F/615/2924	
Unit purpose and aim(s): This unit will enable the learner to understand how individual and public health is maintained and improved.		
Learning Outcomes		Assessment Criteria
1. Know factors that contribute to healthy living.	1.1. Illustrate the key factors that contribute to a healthy lifestyle.	
2. Know how preventative measures can be used to promote a healthier population.	2.1. Describe the role of health screening and describe in detail the impact of one screening programme on public health. 2.2. Describe two public health initiatives and their impact on public health	
3. Be aware of treatments used to combat illness.	3.1. Illustrate how antibiotics fight against particular bacteria. 3.2. Outline how gene therapy may be used to treat diseases.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
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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
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	The Human Body	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBD726	
Unit Reference No	K/615/2917	
Unit purpose and aim(s): This unit will enable the learner to understand the key functions and systems of the human body.		
Learning Outcomes	Assessment Criteria	
1. Understand the main systems and functions of the organs of the human body.	1.1. Illustrate the structure and functions of the major organs comprising the following human body systems: a) Digestive system b) Respiratory system c) Circulatory system d) Renal system e) Reproductive system	
2. Know the anatomy and function of the human body.	2.1. Illustrate the structure, function and interdependence of the human skeletal and muscular systems. 2.2. Illustrate the main areas of the brain and their function.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	The Systems and Processes within the Human Body	
Level	Two	
Credit Value	5	
Guided Learning Hours (GLH)	40	
OCN NI Unit Code	CBD729	
Unit Reference No	T/615/2922	
Unit purpose and aim(s): This unit will enable the learner to understand the structure and function of individual human body systems.		
Learning Outcomes	Assessment Criteria	
1. Understand cells and cellular processes.	1.1. Describe the structure and function of a typical animal / human body cell. 1.2. Describe the structure and function of a minimum of 4 different human cell types. 1.3. Describe the organisation of the human body. 1.4. Illustrate how cells obtain energy. 1.5. Describe the transport of materials in cells through diffusion and osmosis. 1.6. Describe the role of enzymes in the human body.	
2. Understand the circulatory system.	2.1. Describe the components and function of blood and the characteristics of three different types of blood vessels. 2.2. Illustrate the structure of and blood flow through the heart. 2.3. Describe one disease that may affect the heart.	
3. Understand the respiratory system.	3.1. Illustrate the structure of and air flow through the respiratory system. 3.2. Describe how gases are exchanged in the alveoli of the lungs. 3.3. Describe one disease that may affect the respiratory system.	
4. Understand the endocrine system.	4.1. Illustrate the structure of the endocrine system. 4.2. Describe the function of six main glands. 4.3. Describe one disease that may affect the endocrine system.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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	Record of observation Learner notes/written work Tutor notes/record

	skills and/or knowledge gained throughout the course	Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Disease in the Human Body
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBD727
Unit Reference No	T/615/2919
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the how disease affects the human body.	
Learning Outcomes	Assessment Criteria
1. Understand Diabetes.	1.1 Describe what is Diabetes Mellitus. 1.2 Identify the key difference between Type 1 and Type 2 Diabetes. 1.3 Describe the risk factors for developing Diabetes. 1.4 Outline the signs and symptoms of diabetes. 1.5 Describe the long-term effects and complications of diabetes. 1.6 Describe how a person can be advised to manage their diabetes.
2. Understand Coronary Artery Disease and Myocardial Infarction.	2.1 Describe how atheroma build up in the coronary arteries. 2.2 Describe how a myocardial infarction occurs. 2.3 Describe the signs and symptoms of a heart attack. 2.4 Describe the difference between a heart attack and a cardiac arrest. 2.5 Describe how a stent can be used to treat a myocardial infarction.
3. Understand asthma.	3.1 Describe the changes which occur in the small airways as a result of asthma. 3.2 Describe the two main types of inhaler used to treat asthma. 3.3 Identify 8 asthma triggers and write short notes for each. 3.4 Describe the advice that would be given to a person diagnosed recently with asthma.
4. Understand dementia.	4.1 Describe what is meant by dementia. 4.2 Describe the cause and how the brain is affected by the following types of dementia: a) Alzheimer's Disease b) Vascular Dementia c) Dementia with Lewy Bodies d) Fronto-temporal Dementia e) Korsakoff's Syndrome f) Creutzfeldt-Jakob Disease (CJD) 4.3 Describe types of memory impairment which are commonly experienced by individuals with dementia.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

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

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

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

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

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

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

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

When conducting the assessment Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

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

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

11.2 Internal Verification

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

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

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

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

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

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

11.3 Documentation

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

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

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

- A1 – Learner Assessment Record per Learner
- A2 – Assessment Decision Form per Learner
- learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Verification Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

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

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the Centres risk.

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

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

11.5 Standardisation

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

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

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 days of commencement of the delivery of the programme.

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

12.2 Certification

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

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

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5 Retention of Evidence

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

OCN NI Level 2 Award in Further Study Skills**Qualification Number: 601/6251/X****OCN NI Level 2 Certificate in Further Study Skills****Qualification Number: 601/6252/1****OCN NI Level 2 Extended Certificate in Further Study Skills****Qualification Number: 601/6271/5**

Operational start date: 01 June 2015

Operational end date: 31 May 2030

Certification end date: 31 May 2032

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