



Qualification Specification:

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

- Qualification No: 601/8597/1

Version: 2.0



1. Specification Updates

Key changes have been listed below:

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

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

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

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

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

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 1 Award in Foundation Skills in Working with Children**.

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

The qualification specification will detail the following aspects of the OCN NI Level 1 Award in Foundation Skills in Working with Children.

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

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

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

4.1 Additional Support

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

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

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

5. About this Qualification

5.1 Qualification Regulation Information

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

Qualification Number: 601/8597/1

Operational start date: 01 April 2016

Review date: 31 December 2032

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

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

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

5.2 Sector Subject Area

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

Subject Area: 1.5 Child development and well-being

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

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

5.5 Target Learners

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

5.6 Entry Requirements

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

5.7 Progression

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

5.8 Delivery Language

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

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

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

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

6.4 Tutor Requirements

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

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

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

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. Units are achieved through internally set, internally assessed, and internally verified evidence

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

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

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

6.6 Internal Quality Assurer Requirements

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

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

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 1 Award in Foundation Skills in Working with Children is to provide learners with an accessible introduction to the knowledge, understanding and basic skills required to support progression towards working with children and young people. This unitised qualification enables learners to build confidence across core employability skills, early years, social care and child development topics, while demonstrating achievement through clearly defined learning outcomes and assessment criteria. As a pass/fail qualification, it supports learners to show sufficient understanding and practical awareness of the subject matter, providing a foundation for further study, training or progression to related professional and technical qualifications in the children's, early years, health and social care sectors.

7.2 Qualification Level

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

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 1 Award in Foundation Skills in Working with Children	
Total Qualification Time (TQT):	60 hours
Total Credits Required:	6 credits
Guided Learning Hours (GLH):	54 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 1 Award in Foundation Skills in Working with Children** learners must complete a total of 6 credits. 3 credits must be taken from the Core Skills group and 3 credits from the Early Years and Social Care group.

8. Assessment Structure

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

8.1 Assessment Guidance: Portfolio

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

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

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

8.2 Understanding the Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 1.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

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

In order to achieve the OCN NI Level 1 Award in Foundation Skills in Working with Children the learner must successfully complete a total of 6 credits. 3 credits must be taken from the Core Skills group and 3 credits from the Early Years and Social Care group.

Total Qualification Time (TQT) for this qualification:

60 hours

Guided Learning Hours (GLH) for this qualification:

54 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Core Skills					
K/508/0946	CBD483	Employment Rights and Responsibilities	2	18	One
H/506/3014	CAZ863	Diversity within Society	3	27	One
R/506/5714	CBA153	Teamwork Skills in Practice	3	27	One
D/506/5716	CBA156	Exploring Employment Opportunities	3	27	One
H/506/5720	CBA160	Employment Legislation, Contracts and Pay	2	18	One
K/506/5721	CBA161	Health and Safety in Practice	1	9	One
T/506/5723	CBA163	Using Effective Communication Skills in the Workplace	3	27	One
Y/506/5794	CBA164	Using Problem Solving Skills in the Workplace	2	18	One
J/506/5659	CBA101	Understanding Food and Nutrition	3	27	One
M/506/5641	CBA109	Handling Food Safely	2	18	One
Early Years and Social Care					
Y/506/5889	CBA208	Developing Language and Communication Skills in Children	3	27	One
Y/506/5861	CBA219	Making and Using Story Sacks	3	27	One
D/506/5859	CBA220	Using Craft Activities with Children and Young People	3	27	One
M/508/0950	CBD484	Develop Own Playwork Practice	3	27	One
T/508/0951	CBD485	Exploring Playwork Attitudes and Skills	3	27	One
A/508/0949	CBD486	Introduction to Playwork Principles	3	27	One

J/506/5838	CBA203	Health and Social Care Awareness	3	27	One
T/506/5849	CBA207	Child Development	3	27	One
M/506/5851	CBA209	Children's Social and Emotional Development	3	27	One
Y/506/5858	CBA210	Children's Social, Emotional and Growth Development	3	27	One
T/506/5852	CBA211	Developing Parenting Skills	3	27	One
F/506/5854	CBA212	Listening to Children	3	27	One
J/506/5855	CBA213	The Role of Play for Early Learning	3	27	One
L/506/5856	CBA214	The Role of Play in a Child's Development	3	27	One
K/506/5864	CBA216	Understand How to Care for Your Child	3	27	One
H/506/5863	CBA217	Understand How to Care for Young Children	3	27	One
D/506/5862	CBA218	Understand How to Care for your Baby	3	27	One
F/506/5840	CBA204	Person-Centred Support in Health, Social Care and Early Years Settings	2	18	One
D/506/5845	CBA205	The Role and Responsibilities of the Health and Social Care Worker	1	9	One
R/506/5857	CBA215	The Stages of Intellectual and Language Development of Children from Birth to Eight Years	3	27	One
M/506/5848	CBA206	Understanding Protection and Safeguarding in Health, Social Care and Early Years Settings	3	27	One

10. Unit Content

10.1 Employment Rights and Responsibilities

Title	Employment Rights and Responsibilities	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBD483	
Unit Reference No	K/508/0946	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to different types and purposes of employment rights and responsibilities.		
Learning Outcomes	Assessment Criteria	
1. Recognise types and purposes of employment rights and responsibilities.	1.1. List a range of statutory and contractual employment rights. 1.2. Outline the responsibilities an employee has towards his or her employer.	
2. Recognise the purpose and need for a contract of employment.	2.1. List sections of a contract of employment. 2.2. State how employment contracts may be breached by an employer and employee and how these may be resolved	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.2 Diversity within Society

Title	Diversity within Society	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ863	
Unit Reference No	H/506/3014	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the term diversity, be aware of diverse groups and their contribution to society.		
Learning Outcomes	Assessment Criteria	
1. Know what is meant by the term diversity.	1.1. Outline what is meant by the term diversity.	
2. Be aware of a range of diverse groups and practices.	2.1. Identify a range of diverse groups and their practices in relation to: a) religion b) beliefs c) cultural d) food & drink e) relationships f) clothes g) festivals 2.2. Give a reason for at least one of the practices identified. 2.3. Identify similarities across a range of diverse groups.	
3. Understand the importance of respecting diversity.	3.1. Outline why it is important to respect diversity. 3.2. Give examples of a lack of tolerance of diverse groups within society.	
4. Recognise the contributions of diverse groups to society.	4.1. Give examples of contributions different diverse groups make to society. 4.2. Identify advantages of living in a diverse society.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.3 Teamwork Skills in Practice

Title	Teamwork Skills in Practice	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA153	
Unit Reference No	R/506/5714	
Unit purpose and aim(s): This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity.		
Learning Outcomes		Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Identify different roles and responsibilities within a team. 1.2. Identify own role and responsibilities within a team in a given situation.	
2. Be able to contribute to the setting of team and own goals.	2.1. Outline goals identified by the team and individually. 2.2. Carry out a team activity. 2.3. Demonstrate how to communicate appropriately within the team in a range of situations.	
3. Be aware of others’ rights to communicate within a team.	3.1. Outline why it is important to allow others to express their view/responses without interruption.	
4. Recognise the importance of co-operation within a team.	4.1. Outline a range of situations when co-operation is necessary to achieve a team goal.	
5. Be able to review team performance.	5.1. Identify skills brought to a team activity by: a) self b) others 5.2. Assess what was successful within the activity and what could be done differently.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.4 Exploring Employment Opportunities

Title	Exploring Employment Opportunities	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA156	
Unit Reference No	D/506/5716	
Unit purpose and aim(s): This unit will enable the learner to be aware of different career options, identify a preferred career option and how to apply for job opportunities.		
Learning Outcomes		Assessment Criteria
1. Be aware of different career options and what is involved in job search.	1.1. List own career options using information sources. 1.2. Identify own skills and abilities appropriate to chosen career option.	
2. Be aware of different types of employment.	2.1. Identify the characteristics, including advantages and disadvantages of each of the following: a) employment b) self-employment c) unemployment d) voluntary work	
3. Be able to complete a job application.	3.1. Complete a job application form legibly, providing information as required. 3.2. Check the form for accurate spelling and grammar.	
4. Be able to create curriculum vitae (CV).	4.1. Identify relevant personal details necessary to complete own CV. 4.2. Outline how an organisation uses CVs to select applicants for interview. 4.3. Complete own CV.	
5. Know how to conduct self at an interview.	5.1. Identify how to prepare for an interview to include the following: a) appropriate dress b) time of arrival c) possible questions d) appropriate body language 5.2. Take part in an interview. 5.3. Review performance identifying areas for improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical
demonstration/assignment

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge

Record of observation
Learner notes/written work
Learner log

10.5 Employment Legislation, Contracts and Pay

Title	Employment Legislation, Contracts and Pay	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA160	
Unit Reference No	H/506/5720	
Unit purpose and aim(s): This unit will enable the learner to understand employment legislation and be aware of rights, contract and pay.		
Learning Outcomes		Assessment Criteria
1. Be aware of employment legislation.	1.1. Outline a range of policies that an organisation should have in place and their importance.	
2. Be aware of statutory and contractual employment rights.	2.1. Give an example of a statutory and contractual employment right. 2.2. Outline the importance of a contract of employment and essential information it should contain. 2.3. Give an example of how a contract of employment may be breached by the employer and employee and possible consequences of each.	
3. Understand payslip information.	3.1. List items on a payslip and their purpose.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.6 Health and Safety in Practice

Title	Health and Safety in Practice	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBA161	
Unit Reference No	K/506/5721	
Unit purpose and aim(s): This unit will enable the learner to gain knowledge of health and safety requirements, procedures and equipment in a practical environment.		
Learning Outcomes		Assessment Criteria
1. Know about health and safety requirements, procedures and equipment in a practical environment.	1.1. Outline aspects of key current Health and Safety requirements to include the following: a) Health and Safety at Work Act b) Control of Substances Hazardous to Health Regulations 1.2. Outline the correct procedures for reporting accidents and potential hazards. 1.3. Identify the correct response to two emergency situations. 1.4. State the location of a range of emergency equipment.	
2. Be able to follow and manage safe working practices.	2.1. Identify the potential risks of a given situation. 2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in a range of situations. 2.3. Select and use appropriate equipment and/or techniques when carrying out a given task.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.7 Using Effective Communication Skills in the Workplace

Title	Using Effective Communication Skills in the Workplace	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA163	
Unit Reference No	T/506/5723	
Unit purpose and aim(s): This unit will enable the learner to understand different forms of effective communication in the workplace and how to use it to deal with conflict situations.		
Learning Outcomes		Assessment Criteria
1. Understand different forms of effective communication in the workplace.	1.1. Outline different forms of effective communication procedures in own workplace.	
2. Understand the importance of communicating effectively with others in the workplace.	2.1. Outline the importance of communicating effectively with others in the workplace. 2.2. Outline the implications of poor communication with others in the workplace.	
3. Know how to use communication to support the work of others.	3.1. Outline the importance of clear communication with others in the workplace and appropriate methods to use.	
4. Understand how to deal with conflict in the workplace.	4.1. Identify own organisation’s policy for managing conflict in the workplace and how communication aids this.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.8 Using Problem Solving Skills in the Workplace

Title	Using Problem Solving Skills in the Workplace	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA164	
Unit Reference No	Y/506/5794	
Unit purpose and aim(s): This unit will enable the learner to recognise a range of problems in the workplace and how to identify appropriate solutions.		
Learning Outcomes		Assessment Criteria
1. Recognise a range of problems that may arise in the workplace.		1.1. Identify the main causes of problems that may arise in the workplace.
2. Recognise solutions to workplace problems and review their effectiveness.		2.1. Identify a workplace problem and how it might be addressed using the following: a) appropriate actions b) sources of help c) collaborative working d) consequences if not addressed 2.2. Review effectiveness of the solution identifying areas for improvement.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.9 Understanding Food and Nutrition

Title	Understanding Food and Nutrition	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA101	
Unit Reference No	J/506/5659	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of a balanced diet for Individuals.		
Learning Outcomes		Assessment Criteria
1. Know what constitutes a balanced diet for an individual.	1.1. Outline the main nutrients for a balanced diet. 1.2. List foods that contain the main nutrients and state their basic functions.	
2. Recognise food allergies and their effects on an individual.	2.1. Identify a range of common food allergies and their effects.	
3. Be able to prepare nutritious food.	3.1. Outline menus for people of different ages. 3.2. Prepare a range of nutritious meals using these menus.	
4. Be able to present food in a way that is attractive.	4.1. Outline a range of menus to include illustrations which show how colour, texture, taste and smell can contribute to presenting attractive food. 4.2. Prepare and present a range of meals.	
5. Understand that food restrictions affect the diets of religious and cultural groups.	5.1. Outline some of the food restrictions of different religious and cultural groups.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.10 Handling Food Safely

Title	Handling Food Safely	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA109	
Unit Reference No	M/506/5641	
Unit purpose and aim(s): This unit will enable the learner to use safe food handling techniques.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of handling food safely.	1.1. Identify hazards related to food safety and outline appropriate actions. 1.2. Outline how to maintain good practice when handling food. 1.3. Give examples of how to store and dispose of waste safely.	
2. Understand the need for good personal hygiene when handling food.	2.1. List ways to maintain personal hygiene including how and when to wash hands correctly. 2.2. Outline problems resulting from not maintaining personal hygiene when handling food.	
3. Know how to clean a food work area.	3.1. State why cleaning is important in keeping food safe. 3.2. Outline ways of keeping the food work area clean. 3.3. Select and demonstrate safe use of cleaning materials in a food work area.	
4. Recognise the importance of keeping food products safely.	4.1. Outline how to store different types of food correctly. 4.2. Outline why it is important to follow food storage instructions. 4.3. Give examples of how food should be handled and stored to avoid contamination.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.11 Developing Language and Communication Skills in Children

Title	Developing Language and Communication Skills in Children	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA208	
Unit Reference No	Y/506/5889	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to develop language and communication skills in children.		
Learning Outcomes		Assessment Criteria
1. Recognise the key elements of language development and communication in children.	1.1. Outline the key elements of language and communication development in children.	
2. Understand the importance of language skills development in children.	2.1. Identify ways that language communication skills can be developed in children and why they are important.	
3. Understand the role of the child care worker in promoting language skills.	3.1. State the role of the child care worker in promoting language skills.	
4. Recognise the importance of children’s needs in respect of language.	4.1. Identify the language needs of children and their importance in respect of culture, religion or special educational needs.	
5. Understand links between language and communication skills.	5.1. Identify links between language and communication skills.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.12 Making and Using Story Sacks

Title	Making and Using Story Sacks	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA219	
Unit Reference No	Y/506/5861	
Unit purpose and aim(s): This unit will enable the learner to make and use story sacks to support a child's development		
Learning Outcomes		Assessment Criteria
1. Understand the purpose and content of story sacks.	1.1. Outline the purpose of a story sack. 1.2. List the main components of a story sack. 1.3. Outline the opportunities for language development through using story sacks.	
2. Know how to produce a story sack.	2.1. Outline the main characteristics of a story. 2.2. Give examples of simple games and characters for inclusion in a story sack. 2.3. Produce a story sack.	
3. Be able to use a story sack effectively.	3.1. Read a story to a child incorporating characters and props. 3.2. Use simple questions to promote a child's prediction skills. 3.3. Use simple questions to check a child's understanding. 3.4. Outline the link between the illustrations and the written story. 3.5. Use a story sack to encourage a child to re-tell a story in the correct sequence.	
4. Know how to use a prompt card.	4.1. Use a prompt card to develop literacy skills.	
5. Be able to evaluate the use of a story sack.	5.1. Review own use of story sack identifying areas for improvement. 5.2. Outline how a child responded to the use of a story sack.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework

Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course

Record of observation
Learner notes/written work
Tutor notes/record
Learner log/diary

10.13 Using Craft Activities with Children and Young People

Title	Using Craft Activities with Children and Young People	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA220	
Unit Reference No	D/506/5859	
Unit purpose and aim(s): This unit will enable the learner to use craft activities with children and young people.		
Learning Outcomes		Assessment Criteria
1. Know how to use craft activities with children and young people.	1.1. Outline the benefits of using craft activities with children and young people. 1.2. Identify factors to be considered when choosing craft activities.	
2. Be aware of a range of craft techniques.	2.1. Identify a range of craft techniques for children and young people.	
3. Be able to plan and organise a craft activity.	3.1. Identify a suitable craft activity. 3.2. Outline how to prepare for and carry out the craft activity. 3.3. Review the appropriateness of the craft activity identifying areas for improvement.	
4. Understand safety considerations when carrying out craft activities.	4.1. Outline and demonstrate safety considerations when carrying out craft activities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

10.14 Develop Own Playwork Practice

Title	Develop Own Playwork Practice	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD484	
Unit Reference No	M/508/0950	
Unit purpose and aim(s): This unit will enable the learner to know how to develop own playwork practice.		
Learning Outcomes	Assessment Criteria	
1. Know how to develop own playwork practice.	1.1. List own strengths identifying areas of playwork practice that need further development. 1.2. List goals for own continuing development using a range of playwork resources. 1.3. State how team members and employer can assist in own skills and knowledge development. 1.4. Identify ways of continuing to review and improve own practice.	
2. Know how to work as part of a playwork team.	2.1. Outline why effective team work is important in an inclusive play environment. 2.2. State why it is important for a playworker to be clear about own role and responsibilities and the role of others. 2.3. Outline the importance of clear communication within a playwork team. 2.4. Outline a range of information a playworker should communicate to others in the team.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.15 Exploring Playwork Attitudes and Skills

Title	Exploring Playwork Attitudes and Skills	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD485	
Unit Reference No	T/508/0951	
Unit purpose and aim(s): This unit will enable the learner to understand attitudes required by playworkers and the range of playwork skills required.		
Learning Outcomes	Assessment Criteria	
1. Understand attitudes required by playworkers towards children and young people.	1.1. Outline attitudes and values a playworker should have to support freely chosen play. 1.2. Demonstrate an approach and attitude that supports children and young people’s freely chosen play.	
2. Recognise playwork skills in different play environments.	2.1. Outline features of different kinds of playwork provision. 2.2. List tasks undertaken by a playworker to ensure the environment is fit for play. 2.3. Outline the teamwork skills required for playwork practice.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.16 Introduction to Playwork Principles

Title	Introduction to Playwork Principles	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD486	
Unit Reference No	A/508/0949	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognize the nature and value of play and the role of the playworker.		
Learning Outcomes		Assessment Criteria
1. Recognise the nature and value of play.		1.1. Outline the need for children and young people to play. 1.2. State how play contributes to children and young people’s development. 1.3. Outline how play is independently chosen and directed.
2. Recognise the role of the playworker in supporting children and young people’s play.		2.1. Outline the role of the playworker in supporting and facilitating play. 2.2. State the role of the playworker as an advocate for play. 2.3. Identify how the playworker can support children and young people to create a play space. 2.4. Identify the impact on the space for both the playworker and the children and young people.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.17 Health and Social Care Awareness

Title	Health and Social Care Awareness	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA203	
Unit Reference No	J/506/5838	
Unit purpose and aim(s): This unit will enable the learner to gain awareness of the duties, procedures and requirements of working within a health and social care setting.		
Learning Outcomes		Assessment Criteria
1. Be aware of duties, procedures and requirements relevant to working in a health and social care environment.	1.1. Identify a range of duties and procedures relevant to working in a health and social care environment. 1.2. Outline workplace requirements in relation to: a) personal presentation b) timekeeping and attendance c) conduct	
2. Know how to use equipment safely when working in a health and social care environment.	2.1. List a range of equipment used in health and social care settings and their purpose. 2.2. Demonstrate the safe use of a range of equipment to carry out tasks. 2.3. Outline how to care for and store equipment correctly.	
3. Know health and safety procedures for working in a health and social care environment.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.	
4. Be able to communicate with others when working in a health and social care environment.	4.1. Outline how to maintain good working relationships in a health and social care environment. 4.2. Outline how to respond to complaints in accordance with organisational policies.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.18 Child Development

Title	Child Development	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA207	
Unit Reference No	T/506/5849	
Unit purpose and aim(s): This unit will enable the learner to understand child development		
Learning Outcomes	Assessment Criteria	
1. Understand the development of children from 0-1 year.	1.1. Outline the physical development of a baby 0-1 year. 1.2. Select a range of toys identifying how they may be used for a child of: a) 0-6 months b) 6-12 months	
2. Understand the development of children from 1-3 years.	2.1. Select play materials that will encourage the following: a) walking b) talking c) social skills d) colour and shape identification e) creative skills	
3. Be aware of a range of childcare provision.	3.1. Identify and present information on a range of childcare provision including: a) nannies b) childminders c) nursery/playgroups d) after school clubs	
4. Understand the need to create a safe environment for children.	4.1. Identify a range of safety products for children 0-3 years. 4.2. Comment on how they contribute to developing a safe environment.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.19 Children's Social and Emotional Development

Title	Children's Social and Emotional Development	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA209	
Unit Reference No	M/506/5851	
Unit purpose and aim(s): This unit will enable the learner to understand children's social and emotional development.		
Learning Outcomes		Assessment Criteria
1. Understand key elements of children's social and emotional development.	1.1. Outline the stages of children's social and emotional development.	
2. Understand children's social and emotional needs.	2.1. Outline with examples the social and emotional needs of young children. 2.2. Outline how social and emotional needs of young children may be met.	
3. Know how children acquire their behaviour patterns.	3.1. Give examples of how and why children learn to behave in particular ways.	
4. Understand how to encourage children to feel positive about themselves.	4.1. Identify methods to encourage children to feel positive about themselves and the associated benefits.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.20 Children's Social, Emotional and Growth Development

Title	Children's Social, Emotional and Growth Development	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA210	
Unit Reference No	Y/506/5858	
Unit purpose and aim(s): This unit will enable the learner to understand the social, emotional and growth development of children		
Learning Outcomes		Assessment Criteria
1. Understand key elements of growth and development from birth to adolescence.	1.1. Outline key elements of growth and development from birth to adolescence including: a) physical appearance b) physical abilities c) mental abilities d) ways of learning e) communication skills f) emotional needs	
2. Understand factors that affect growth and development.	2.1. Outline the factors that may affect growth and development.	
3. Recognise how different experiences affect emotional and/or social development.	3.1. Outline ways in which emotional and social needs may be affected by experience.	
4. Understand the main ways in which a child learns to communicate.	4.1. Outline ways in which a child learns to communicate. 4.2. Outline ways in which a child can be supported to develop effective communication skills.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.21 Developing Parenting Skills

Title	Developing Parenting Skills	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA211	
Unit Reference No	T/506/5852	
Unit purpose and aim(s): This unit will enable the learner to the role and responsibilities of parenting.		
Learning Outcomes	Assessment Criteria	
1. Understand the role of a parent.	1.1. Outline the key responsibilities of parenthood.	
2. Recognise the rights and needs of different family members.	2.1. Identify the individual rights and needs of: a) parent(s) b) children c) other family members 2.2. Identify own needs as a parent and outline a plan of action to meet those needs. 2.3. Outline why it is important to be honest with children.	
3. Understand the importance of listening to children.	3.1. Identify situations in which it is important to listen to children. 3.2. Outline ways to offer choices to children.	
4. Know about the major stages of a child’s development.	4.1. Identify the major stages of a child’s development. 4.2. Outline techniques that might be used to cope with children’s behaviour in given situations.	
5. Know how children learn through daily activities.	5.1. Identify ways in which children learn through daily activities. 5.2. Outline ways in which parents support children in daily activities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.22 Listening to Children

Title	Listening to Children	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA212	
Unit Reference No	F/506/5854	
Unit purpose and aim(s): This unit will enable the learner to understand skills for listening to children		
Learning Outcomes		Assessment Criteria
1. Understand the value and benefits of listening to children.	1.1. Outline the value and benefits of listening to children.	
2. Understand the intention of listening.	2.1. Identify the purpose of listening with empathy and without expectation of a specific outcome. 2.2. Identify the possible negative effects of having his/her own ‘agenda’ when listening.	
3. Know how to listen to children.	3.1. Outline how to actively listen to children. 3.2. Give examples of how to acknowledge a child’s feelings and needs.	
4. Know how to ask appropriate questions when listening to children.	4.1. Give examples of open and closed questions and when they should be used.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

10.23 The Role of Play for Early Learning

Title	The Role of Play for Early Learning	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA213	
Unit Reference No	J/506/5855	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of play for early learning		
Learning Outcomes		Assessment Criteria
1. Understand the features of a positive learning environment.	1.1. Identify the features of a positive learning environment and how these may promote learning through play.	
2. Understand how play can help children’s learning or development.	2.1. Outline the importance of play in a child’s development. 2.2. Outline ways in which play may promote children’s learning or development in the following areas: a) physical b) social c) emotional d) intellectual e) linguistic	
3. Understand how play activities may prevent stereotyping and discrimination.	3.1. Give an example of stereotyping in play. 3.2. Outline how the selection of materials, resources or activities may prevent stereotyping and discrimination.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.24 The Role of Play in a Child's Development

Title	The Role of Play in a Child’s Development	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA214	
Unit Reference No	L/506/5856	
Unit purpose and aim(s): This unit will enable the learner to understand how play impacts on child development.		
Learning Outcomes		Assessment Criteria
1. Understand the role of play in child development.		1.1. Outline the role of play in child development. 1.2. Give examples of the role of play activities in individual and group play settings which encourage child development.
2. Understand the purpose of play activities for children.		2.1. Outline with examples the purpose of play activities for different stages of child development.
3. Understand the importance of planning for play activities.		3.1. State the importance of planning for play activities which are all inclusive. 3.2. Identify materials required for a range of play activities.
4. Know how stereotyping can affect children’s participation in activities.		4.1. List different stereotypes. 4.2. Give examples of activities which can result in stereotypical play. 4.3. State how these activities may affect children’s participation.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.25 Understand How to Care for Your Child

Title	Understand How to Care for Your Child	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA216	
Unit Reference No	K/506/5864	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to care for your child		
Learning Outcomes	Assessment Criteria	
1. Understand childhood behaviour problems.	1.1. Outline childhood behavioural problems which may arise at different stages of growth and how they may be addressed.	
2. Understand the importance of play in child development.	2.1. Identify a range of play activities suitable for children at each stage of development. 2.2. Outline the importance of play to childhood development.	
3. Understand the nature of children’s social and emotional development.	3.1. Outline with examples social and emotional aspects of child development.	
4. Understand the importance of safety and hygiene in childcare.	4.1. List common sources of accidents to children and how they may be prevented: a) within the home b) outside the home 4.2. Identify hygiene measures necessary to prevent the spread of infection.	
5. Understand children’s physical development up to 11 years.	5.1. Outline the important aspects of a child’s physical development up to 11 years.	
6. Understand the nutritional needs of children.	6.1. Outline a balanced diet for a specific child. 6.2. List ideas for healthy eating on a limited budget.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.26 Understand How to Care for Young Children

Title	Understand How to Care for Young Children	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA217	
Unit Reference No	H/506/5863	
Unit purpose and aim(s): This unit will enable the learner to understand how to care for young children		
Learning Outcomes		Assessment Criteria
1. Know how to wash and bathe babies and children.		1.1. Outline the importance of maintaining hygiene for young children. 1.2. Demonstrate how to bathe a baby. 1.3. Identify products available for personal care of children.
2. Be able to feed young children and babies.		2.1. Outline the importance of sterilising feeding equipment for babies. 2.2. Demonstrate the method of sterilising feeding equipment and preparing a bottle feed. 2.3. Use appropriate hygiene and safety procedures when feeding young children.
3. Be able to dress children appropriately.		3.1. Identify suitable clothing for children of different ages and for different seasons. 3.2. Outline how to care for children’s clothes.
4. Know how to respond to a baby/child’s need for sleep and rest.		4.1. Outline when a child/baby requires sleep. 4.2. Outline the correct method for putting a child/baby to bed. 4.3. Compile information on equipment available for aiding rest and sleep.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.27 Understand How to Care for your Baby

Title	Understand How to Care for your Baby	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA218	
Unit Reference No	D/506/5862	
Unit purpose and aim(s): This unit will enable the learner to understand how to care for your baby		
Learning Outcomes		Assessment Criteria
1. Be able to identify the needs of a baby.	1.1. Identify the physical and emotional needs of a baby. 1.2. Outline a typical routine for a new-born baby. 1.3. Outline the essential items required for a new-born baby and why they are needed. 1.4. Select foods for: a) new-born baby b) 4-6-month-old baby c) 6-9-month-old baby d) 9-12-month-old baby	
2. Know the need for developmental and health checks.	2.1. Outline where parents can receive help and advice on their child's developmental and health care needs in their own geographical area. 2.2. Outline which regular health checks should be carried out on children up to one year and their importance.	
3. Understand the importance of immunisation.	3.1. Identify diseases which could impact on the health of a child. 3.2. Outline the importance of immunisation and where to access information.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.28 Person-Centred Support in Health, Social Care and Early Years Settings

Title	Person-Centred Support in Health, Social Care and Early Years Settings	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA204	
Unit Reference No	F/506/5840	
Unit purpose and aim(s): This unit will enable the learner to understand a person-centred support in Health, Social Care and Early Years settings.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by person-centred support in health, social care and early years' settings.		1.1. Define what is meant by person-centred support and why it is important to consider an individual's needs and wants. 1.2. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.
2. Know the importance of person-centred support to individuals in health, social care and early years.		2.1. Outline the benefits to an individual of person-centred support. 2.2. Give examples of how individuals can be in control of their care needs. 2.3. Outline how assessing risk can assist person-centred support.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.29 The Role and Responsibilities of the Health and Social Care Worker

Title	The Role and Responsibilities of the Health and Social Care Worker	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBA205	
Unit Reference No	D/506/5845	
Unit purpose and aim(s): This unit will enable the learner to understand the role and responsibilities of the health and social care worker		
Learning Outcomes		Assessment Criteria
1. Recognise the role of the health and social care worker.	1.1. Outline the role of a health and social care worker including duty of care. 1.2. Outline how to provide person-centred support when supporting individuals in day-to-day activities.	
2. Recognise the responsibilities of the health and social care worker.	2.1. Identify main responsibilities of a health and social care worker. 2.2. Outline the responsibilities and boundaries of the relationship between care workers and individuals. 2.3. Outline individuals and organisations that care workers may work in partnership with. 2.4. Outline the need to report any suspicions about abuse or neglect.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.30 The Stages of Intellectual and Language Development of Children from Birth to Eight Years

Title	The Stages of Intellectual and Language Development of Children from Birth to Eight Years	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA215	
Unit Reference No	R/506/5857	
Unit purpose and aim(s): This unit will enable the learner to understand the intellectual and language development of children from birth to eight.		
Learning Outcomes		Assessment Criteria
1. Understand the stages of intellectual and language development in children.	1.1. Identify the key stages of intellectual and language development in children from birth to eight years. 1.2. Give examples of intellectual and language development of children at different stages from birth to eight years.	
2. Understand why it is important to communicate with young children.	2.1. Outline ways of communicating with children and why it is important to their development.	
3. Understand factors which affect intellectual and language development in children.	3.1. Identify factors which may affect language and intellectual development in children.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.31 Understanding Protection and Safeguarding in Health, Social Care and Early Years Settings

Title	Understanding Protection and Safeguarding in Health, Social Care and Early Years Settings	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA206	
Unit Reference No	M/506/5848	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand protection and safeguarding in health, social care and early years’ settings.		
Learning Outcomes		Assessment Criteria
1. Understand protection and safeguarding in health, social care and early years’ settings.		1.1. Define what is meant by the following terms in a health, social care and/or early years setting: a) protection of vulnerable adults b) safeguarding children c) harm, abuse and neglect 1.2. Identify indicators of harm, abuse and neglect and appropriate actions to be taken. 1.3. Outline the boundaries of confidentiality and when it is appropriate to share information. 1.4. Identify individuals and organisations responsible for protecting vulnerable adults and safeguarding children. 1.5. Identify sources of support and information in relation to protection and safeguarding.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

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

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

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

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

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

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

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

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

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

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

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

11.2 Internal Quality Assurance

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

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

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

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

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

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

11.3 Documentation

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

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

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

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

11.4 External Quality Assurance

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

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

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

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

11.5 Standardisation

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

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

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

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

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

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 working 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 1 Award in Foundation Skills in Working with Children
Qualification Number: 601/8597/1

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