



Qualification Specification:

OCN NI Level 2 Award in Employability Skills

- Qualification No: 603/4359/X

OCN NI Level 2 Certificate in Employability Skills

- Qualification No: 603/4360/6

Version: 3.1



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format + unit scopes	V2.0 – August 2025
Specification	Amendments from Feedback	V3.1 – May 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 2 Award and Certificate in Employability Skills** .

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

The qualification specification will detail the following aspects of the OCN NI Level 2 Award and Certificate in Employability Skills.

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

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

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

4.1 Additional Support

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

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

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

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Employability Skills

Qualification Number: 603/4359/X

OCN NI Level 2 Certificate in Employability Skills

Qualification Number: 603/4360/6

Operational start date: 15 April 2019

Review date: 30 June 2029

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

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

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

5.2 Sector Subject Area

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

Subject Area: 14.2 Preparation for work

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aim and Objectives

Qualifications' Aim

The aim of the OCN NI Level 2 Award and Certificate in Employability Skills is to provide learners with a range of employability skills that are key to preparing them for the workplace.

Qualifications' Objectives

The objectives of the OCN NI Level 2 Award and Certificate in Employability Skills are to assist learners in acquiring the skills, attributes and behaviours that are needed to enter and succeed in the world of work.

The qualifications provide flexibility and choice in the delivery of units, providing learners with the opportunity to gain skills and knowledge in the areas most relevant to them.

5.5 Target Learners

These qualifications are targeted at individuals who are:

- in full-time or part-time education and/or training
- entering or seeking employment
- already in employment and wish to improve their employability and professional development skills

5.6 Entry Requirements

There are no formal entry requirements although learners should be at least 14 years of age on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification.

5.7 NI Entitlement Framework

OCN NI has a wide range of vocational and technical qualifications available to offer in schools through the [Entitlement Framework](#). The NIEFQAN file shows details of GCSE Guided Learning Hours (GLHs) size equivalences for level 1 and level 2 qualifications, and A-level Guided Learning Hours (GLH) size equivalences for qualifications at level 3.

The system is designed to enable schools to report their performance. The information on GLHs/size equivalency applies only to the allocation of school performance points.

It is not intended for use in relation to the equivalency of qualifications for employment and/or further/higher education purposes.

5.8 Progression

The OCN NI Level 2 Award in Employability Skills allows for progression to the OCN NI Level 2 Certificate in Employability Skills. The qualifications also allow progression to the OCN NI Level 3 qualifications in Employability and Professional Development Skills and/or into employment.

5.9 Delivery Language

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

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

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

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

6.4 Tutor Requirements

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

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. 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 these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

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

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **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 qualifications.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification 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:** IQA are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Award and Certificate in Employability Skills are designed to:

- prepare learners for employment by equipping them with transferable skills that are valued across the workplace
- support career progression by developing an understanding of different workplace expectations and behaviours
- boost confidence and motivation for learners, especially those facing barriers to employment.

7.2 Qualification Level

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

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 2 Award in Employability Skills	
Total Qualification Time (TQT):	30 hours
Total Credits Required:	3 credits
Guided Learning Hours (GLH):	24 hours
OCN NI Level 2 Certificate in Employability Skills	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	120 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Employability Skills** learners must complete a minimum of 3 credits from the optional units.

To achieve the **OCN NI Level 2 Certificate in Employability Skills** learners must complete a minimum of 15 credits from the optional units.

8. Assessment Structure

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

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is 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. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

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 these qualifications are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Employability Skills

In order to achieve the OCN NI Level 2 Award in Employability Skills the learner must successfully complete a minimum of 3 credits from the optional units.

Total Qualification Time (TQT) for this qualification: 30 hours
 Guided Learning Hours (GLH) for this qualification: 24 hours

OCN NI Level 2 Certificate in Employability Skills

Total Qualification Time (TQT) for this qualification: 150 hours
 Guided Learning Hours (GLH) for this qualification: 120 hours

In order to achieve the OCN NI Level 2 Certificate in Employability Skills the learner must successfully complete a minimum of 15 credits from the optional units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<i>Optional units</i>					
H/650/0062	CBF556	Transitioning to Further Education: Mental Health and Well-being	1	8	Two
J/650/0027	CBF550	Transitioning to Higher Education: Mental Health and Well-being	1	8	Two
A/617/5473	CBE454	Producing a CV	1	8	Two
F/617/5474	CBE455	Searching for Employment Opportunities	1	8	Two
J/617/5475	CBE456	Interview Skills	2	16	Two
L/617/5476	CBE457	Applying for Work	2	16	Two
Y/617/5478	CBE458	Workplace Induction	1	8	Two
D/617/5479	CBE459	Workplace Communication	2	16	Two
R/617/5480	CBE460	Workplace Relationships	3	24	Two
Y/617/5481	CBE461	Customer Care	3	24	Two
D/617/5482	CBE462	Effective Meeting Skills	3	24	Two
H/617/5483	CBE463	Enterprise Skills	4	32	Two
K/617/5484	CBE464	Leadership Skills	2	16	Two
M/617/5485	CBE465	Personal Money Management	2	16	Two

T/617/5486	CBE466	Problem Solving in the Workplace	3	24	Two
F/617/5488	CBE467	Teamwork Skills	3	24	Two
J/617/5489	CBE468	Workplace Motivation and Behaviour	1	8	Two
A/617/5490	CBE469	Mental Health, Well-being and Building Resilience	3	24	Two
F/617/5491	CBE470	Oral Presentation Skills	3	24	Two
J/617/5492	CBE471	Workplace Discrimination	1	8	Two
L/617/5493	CBE472	Improving Own Performance	2	16	Two
R/617/5494	CBE473	Personal Presentation in the Workplace	1	8	Two
Y/617/5495	CBE474	Planning and Promoting Self Development	3	24	Two
D/617/5496	CBE475	Understanding Structures in the Workplace	3	24	Two
H/617/5497	CBE476	Understanding Change in the Workplace	2	16	Two
K/617/5498	CBE477	Using Social Media in the Workplace	2	16	Two
M/617/5499	CBE478	Assertiveness in the Workplace	1	8	Two
Y/617/5500	CBE479	Effective and Safe Use of Online Communication Technologies in the Workplace	2	16	Two
T/617/5505	CBE480	Employment Contracts and Legislation	2	16	Two
D/617/5501	CBE481	Work Experience	3	24	Two
H/617/5502	CBE482	Health and Safety in a Working Environment	3	24	Two
K/617/5503	CBE483	Undertaking Unpaid Work Opportunities	3	24	Two

10. Unit Content

10.1 Transitioning to Further Education: Mental Health and Well-being

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

Learning Outcome	Unit title: Transitioning to Further Education: Mental Health and Well-being
<p>1. Understand what is meant by good mental health and well-being.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definition of mental health, and well-being and meanings of key terms related to each. <ul style="list-style-type: none"> ○ Positive Emotions: Feeling happy, confident, hopeful, and generally satisfied with life. ○ Purpose and Meaning: Having a sense of purpose or meaning in life and contributing to society. ○ Social Connection: Feeling connected to others and having strong relationships. ○ Physical and Mental well-being: Taking care of both your physical health (eating well, sleeping well, exercising) and mental health through activities like mindfulness. ○ Goal Setting and Achievement: Being able to set realistic goals and achieve them. ○ Coping with Stress: Developing healthy coping mechanisms for dealing with stress and anxiety.
<p>2. Be aware of factors that may impact adversely on mental health and well-being when transitioning to further education (FE).</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • General discussion on thoughts and fears on transitioning to further education. • In reference to transitioning to Further Education, what might the possible effects be on mental health and well-being during this process • Descriptions on the internal and external factors that may impact adversely on own mental health and well-being during the process of transitioning to Further Education. <ul style="list-style-type: none"> ○ Transitioning to Further Education can significantly impact mental health and well-being, potentially leading to increased anxiety, depression, and feelings of loneliness or isolation. This is often due adapting to new learning environments, academic demands, and social dynamics. ○ Possible Effects: <ul style="list-style-type: none"> ▪ Increased Anxiety and Depression ▪ Loneliness and Isolation ▪ Difficulty Coping with Change ▪ Reduced Self-Esteem ▪ Sleep Disturbances ▪ Academic Difficulties ▪ Substance Use ▪ Change in Learning Environment ▪ Social Isolation ▪ Increased Academic Pressure ▪ Financial Stress ▪ Lack of Support ○ Internal Factors: <ul style="list-style-type: none"> ▪ Stress and Anxiety ▪ Low Self-Esteem ▪ Perfectionism ▪ Pessimism ▪ Negative self-talk ▪ Unrealistic expectations ○ External factors <ul style="list-style-type: none"> ▪ Financial Pressures ▪ Social Isolation

	<ul style="list-style-type: none"> ▪ Lack of Support Systems ▪ Academic Demands ▪ Cultural Expectations
<p>3. Know how to improve mental health and well-being when transitioning to FE.</p>	<p>Scope Teaching will cover:</p> <ul style="list-style-type: none"> • Preparation and research for a PowerPoint Presentation on ‘Techniques I could use to improve my own mental health and well-being when transitioning to Further Education.’ • Ideas to improve mental health and well-being during the transition to Further Education could include a focus on <ul style="list-style-type: none"> ○ building a strong support network ○ practicing mindfulness ○ prioritising physical health ○ establishing a routine ○ connecting with others ○ managing stress ○ joining clubs, societies, or peer support groups to meet new people with similar interests and find emotional support ○ talking to trusted friends, family, or mentors ○ relaxing and reducing stress ○ eating properly ○ exercising regularly ○ getting enough sleep ○ setting goals and priorities ○ exploring your interests and learning new skills to boost self- confidence

10.2 Transitioning to Higher Education: Mental Health and Well-being

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

Learning Outcome	Unit title: Transitioning to Higher Education: Mental Health and Well-being
1. Understand what is meant by good mental health and well-being.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Summary of the meaning of good mental health, and well-being • Examples of good mental health and wellbeing <ul style="list-style-type: none"> ○ Good mental health and well-being refer to a positive state of mind and body where an individual feels safe, secure, and capable of thriving in daily life. It's about feeling emotionally, psychologically, and socially well, able to cope with life's stresses, and contribute meaningfully to one's community. ○ Mental Health: <ul style="list-style-type: none"> ▪ It's a state of well-being where you can realize your potential, cope with normal life stresses, work productively, and contribute to your community. ▪ This includes feelings of calm, content, peacefulness, hope, self-acceptance, and a sense of being valued. ▪ It helps you manage challenges, bounce back from setbacks, and maintain healthy relationships. ▪ Everyone experiences ups and downs, and having good mental health doesn't mean you never have difficult feelings. ▪ Mental health can fluctuate, and the goal is to maintain a healthy balance most of the time. ○ Well-being: <ul style="list-style-type: none"> ▪ It encompasses feelings of happiness, contentment, and a sense of purpose. ▪ It's about living a fulfilling and meaningful life, engaging fully with the world around you, and building positive relationships. ▪ Connected to mental health, while separate concepts, well-being and mental health are closely intertwined. ▪ Includes physical health, well-being also involves taking care of your physical body, including nutrition, exercise, and sleep.
2. Understand factors that may impact adversely on mental health and well-being when transitioning to higher education (HE).	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • General discussion on thoughts and fears on transitioning to higher education. • In reference to transitioning to Higher Education, what might the possible effects be on mental health and well-being during this process • Descriptions on the internal and external factors that may impact adversely on own mental health and well-being during the process of transitioning to Higher Education. • Transitioning to higher education (HE) can be stressful, impacting mental health and well-being. • Internal factors that can negatively affect mental health include: a lack of confidence, high expectations of oneself, and difficulties adjusting to academic and social changes.

	<ul style="list-style-type: none"> • Externally, factors like financial strain, homesickness, and the social dynamics of university life can also negatively impact mental well-being. <ul style="list-style-type: none"> ○ Possible Effects: <ul style="list-style-type: none"> ▪ Increased Anxiety and Depression ▪ Loneliness and Isolation ▪ Difficulty Coping with Change ▪ Reduced Self-Esteem ▪ Sleep Disturbances ▪ Academic Difficulties ▪ Substance Use ▪ Change in Learning Environment ▪ Social Isolation ▪ Increased Academic Pressure ▪ Financial Stress ▪ Lack of Support ○ Internal Factors: <ul style="list-style-type: none"> ▪ Stress and Anxiety ▪ Low Self-Esteem ▪ Perfectionism ▪ Pessimism ▪ Negative self-talk ▪ Unrealistic expectations ○ External factors <ul style="list-style-type: none"> ▪ Financial Pressures ▪ Social Isolation ▪ Lack of Support Systems ▪ Academic Demands ▪ Cultural Expectations ▪ Disadvantaged Backgrounds
<p>3. Understand how to improve mental health and well-being when transitioning to HE.</p>	<p>Scope Teaching will cover:</p> <ul style="list-style-type: none"> • Research and discussion on designing and creating a Handbook for new students entering Higher Education, titled ‘Techniques I could use to improve my own mental health and well-being when transitioning to Higher Education.’ <ul style="list-style-type: none"> ○ Ideas to maintain and improve mental health and well-being when transitioning to higher education, could focus on self-care, building a supportive network, and practicing mindfulness techniques, prioritising sleep, healthy eating, and regular exercise, engaging in creative activities, spending time in nature, and connecting with others. Also, to be mindful of your thoughts and feelings, and to seek help from university counseling services or trusted friends or other supportive individuals. • The challenges and anxieties of the transition to HE include: <ul style="list-style-type: none"> ○ Challenges of independent living ○ Challenges of independent learning ○ Social support and pressure. • Techniques to help with challenges include; <ul style="list-style-type: none"> ○ Building familiarity with the local area ○ Socialising with friends and/or seeking spaces in nature to boost the benefits of wellbeing as well as helping you to feel more settled. ○ Attending the University’s Fresher’s Events can provide an amazing opportunity to meet other students – whether it’s for coffee and cake mornings with other members from your course or a night out with flat mates. ○ Ensure to keep things in perspective, whilst adapting to the academic expectations in university level courses.

	<ul style="list-style-type: none">○ Consider financial planning too to ensure you feel comfortable and confident in your position. This can be as simple as trying to track your spending for a week or month to get an idea of how much you're spending to then figure out what your costs may likely be compared to what sources of money you have coming in. Learning to budget and doing your best to stick to this budget will help you stay more on top of things.○ Understanding and managing your stress response, establishing healthy coping mechanisms and learning how you best tackle challenging situations. However, at times you may require additional support from a qualified professional and if so, it is really important to seek help.
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10.3 Producing a CV

Title	Producing a CV	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE454	
Unit Reference No	A/617/5473	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know the type of information required and be able to produce an effective and engaging Curriculum Vitae (CV).		
Learning Outcomes	Assessment Criteria	
1. Know the type of information included in a CV and how it should be presented.	1.1. Describe the different layouts and formats that can be used to create a CV 1.2. Identify and describe the types of information included in a CV and the appropriate use referees. 1.3. Describe why appropriate use and accuracy of use of language is important.	
2. Be able to produce an effective and engaging CV.	2.1. Summarise the characteristics of an effective and engaging CV including: a) layout / format b) content 2.2. Identify what to avoid when producing a CV. 2.3. Produce an engaging and effective CV using accurate and current 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 practice 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

Learning Outcome	Unit title: Producing a CV
1. Know the type of information included in a CV and how it should be presented.	<p>Scope Teaching will cover:</p> <ul style="list-style-type: none"> • The key components of a professional CV and how to select and present appropriate referees. • CV should contain: <ul style="list-style-type: none"> ○ Contact information ○ Personal statement/profile ○ Employment history (relevant roles, responsibilities, achievements) ○ Education and qualifications ○ Skills and competencies (transferable and role-specific) ○ Hobbies/interests (optional) ○ References/referees section • Referees: <ul style="list-style-type: none"> ○ Types of referees (professional, academic, character) ○ How to choose appropriate referees (recent, relevant, trustworthy) ○ Contacting referees for permission ○ Formatting referee details professionally (name, position, relationship, contact details).
2. Be able to produce an effective and engaging CV.	<p>Scope Teaching will cover:</p> <ul style="list-style-type: none"> • Assisting learners to provide correct information to produce a Leaflet or Guide with the title: 'Hints for Writing a CV'. • Looking at elements of a CV to help learners understand how to design and write a CV that is professional, effective and engaging, while avoiding common mistakes • Describing what makes a CV visually appealing and easy to read. • Identifying the types of content that create a strong impression. • Recognising common pitfalls in CV writing and know how to avoid them • Tips to include <ul style="list-style-type: none"> ○ Layout/Format: <ul style="list-style-type: none"> ▪ Clear structure (headings, spacing, logical order) ▪ Consistent font and style ▪ Professional presentation (no graphics, photos, or bright colours unless industry-appropriate) ▪ Use of bullet points for readability ▪ One to two pages in length ○ Content: <ul style="list-style-type: none"> ▪ Strong personal profile/summary ▪ Clear employment history (reverse chronological) ▪ Key skills and achievements relevant to the job ○ Qualifications and education <ul style="list-style-type: none"> ▪ Concise, factual, and tailored to the job role ○ What to Avoid When Producing a CV: <ul style="list-style-type: none"> ▪ Spelling and grammar errors ▪ Unnecessary personal information (e.g. date of birth, marital status) ▪ Unexplained gaps in employment ▪ Irrelevant or outdated experience ▪ Negative language or reasons for leaving jobs ▪ Overuse of jargon or clichés (e.g. "hardworking team player") ▪ Including a photo (unless required)

	<ul style="list-style-type: none">▪ Poor formatting (dense text, inconsistent fonts)• Producing an Engaging and Effective CV<ul style="list-style-type: none">○ Creating a CV using learner’s own information<ul style="list-style-type: none">▪ Use a template or structured format to guide layout▪ Tailor to a chosen job or industry▪ Include relevant and recent content▪ Final check for professionalism, accuracy, and relevance
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10.4 Searching for Employment Opportunities

Title	Searching for Employment Opportunities	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE455	
Unit Reference No	F/617/5474	
<i>Unit purpose and aim(s):</i> The unit will enable the learner to be aware of the different types of employment and know how to search for job opportunities appropriate to own skills and experience.		
Learning Outcomes	Assessment Criteria	
1. Be aware of the different types of employment.	1.1. Compare the advantages and disadvantages of the following types of employment: a) paid b) unpaid c) self-employed	
2. Know how to search for job opportunities appropriate to own skills and experience.	2.1. Identify three different sources of job opportunities and illustrate how these can be accessed. 2.2. Describe how own skills and experience meet the requirements of one of the job opportunities identified in AC2.1.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice 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

Learning Outcome	Unit title: Searching for Employment Opportunities
1. Be aware of the different types of employment.	<p>Scope Teaching will cover:</p> <ul style="list-style-type: none"> • Discussion and instruction on the 3 main types of employment with evaluation of the advantages and disadvantages of each type. • Paid – contract types: permanent, fixed-term, Part Time Temporary/Permanent, zero-hours <ul style="list-style-type: none"> ○ Advantages <ul style="list-style-type: none"> ▪ Regular income – financial security. ▪ Employee benefits – holiday pay, sick pay, pension contributions. ▪ Job stability (especially in permanent roles). ▪ Access to training and development. ▪ Social interaction – working as part of a team ▪ Skill development. ○ Disadvantages: <ul style="list-style-type: none"> ▪ Limited flexibility – fixed hours ▪ Job dependency – income tied to employer ▪ Workplace pressure – targets, performance reviews ▪ Limited progression in some roles ▪ Commuting time and costs • Unpaid - the concept and value of unpaid employment <ul style="list-style-type: none"> ○ Advantages: <ul style="list-style-type: none"> ▪ Skill development – build experience and improve CV. ▪ Networking – gain references ▪ Personal fulfilment – giving back to the community ▪ Low pressure – fewer performance-based expectations ▪ Pathway to paid work – can lead to employment ○ Disadvantages: <ul style="list-style-type: none"> ▪ No income – financial strain ▪ Costs – travel, lunch, clothing, not always reimbursed ▪ Time commitment – may conflict with other responsibilities ▪ Potential for exploitation – doing the work of paid employees for free ▪ Limited progression or responsibility • Self-employed: <ul style="list-style-type: none"> ○ Advantages: <ul style="list-style-type: none"> ▪ Flexibility – choose hours ▪ Control – be your own boss ▪ Higher earning potential – profits go directly to you ▪ Creative freedom – develop your own ideas ▪ Job satisfaction – working on your passion ○ Disadvantages: <ul style="list-style-type: none"> ▪ Financial uncertainty – irregular income ▪ No employee benefits ▪ Increased responsibility – managing tax, admin, clients ▪ Isolation – working alone without colleagues ▪ High pressure – need to find clients, manage cash flow, deliver services

<p>2. Know how to search for job opportunities appropriate to own skills and experience.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • A range of sources where job opportunities can be found and an evaluation on how to access each. • Sources will include: <ul style="list-style-type: none"> ○ Online Job Boards <ul style="list-style-type: none"> ▪ Popular sites: Indeed, Reed, Totaljobs, Job Centre Plus ▪ Accessible, updated regularly ▪ High competition may include outdated listings ○ Company Websites ○ Employers post vacancies on their own websites <ul style="list-style-type: none"> ▪ Direct application shows initiative. ▪ Time-consuming to check individual sites ○ Recruitment Agencies <ul style="list-style-type: none"> ▪ Extra support (CV advice, interview prep) ▪ May be sector-specific or location-limited ○ Local Newspapers and Community Boards <ul style="list-style-type: none"> ▪ Good for entry-level or casual work ▪ Limited listings, fewer digital options ○ Social Media and Professional Networking <ul style="list-style-type: none"> ▪ Can connect directly with employers ▪ Requires strong digital presence and communication skills ○ Word of Mouth / Personal Contacts <ul style="list-style-type: none"> ▪ Can access unadvertised roles ▪ Dependent on personal network ○ Job Fairs and Careers Events <ul style="list-style-type: none"> ▪ Face-to-face interaction, immediate feedback ▪ Can be overwhelming or sector specific ○ Volunteering / Work Experience <ul style="list-style-type: none"> ▪ Builds experience, improves employability ▪ No immediate financial gain • To support learners in the selection of a job from a chosen source (as covered in AC2.2), and guide them through illustrating how they meet the requirements of that job, including qualifications, skills, and experience • To encourage learners to reflect on and demonstrate how they meet or can develop these requirements.
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10.5 Interview Skills

Title	Interview Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE456	
Unit Reference No	J/617/5475	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop skills to help prepare for and participate in interviews.		
Learning Outcomes	Assessment Criteria	
1. Be able to prepare for an interview.	1.1. Summarise different ways interviews may be conducted. 1.2. Describe how to prepare for two different interview situations, including techniques for dealing with anxiety and possible questions to ask. 1.3. Identify and describe possible sources of information when preparing for an interview. 1.4. Identify and carryout possible interview activities anticipating what might be asked and appropriate responses. 1.5. Summarise the importance of making a good first impression and how this may be achieved.	
2. Be able to conduct self in an interview situation.	2.1. Present and conduct self appropriately in an interview situation demonstrating the appropriate use of the following: a) verbal and non-verbal skills b) body language c) manner and dress code d) punctuality e) formality 2.2. Assess own performance against a standard interview marking scheme, respond to feedback and identify possible 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	Record of observation Learner notes/written work Learner log

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

Learning Outcome	Unit title:
1. Be able to prepare for an interview.	<p>Scope Teaching will cover:</p> <ul style="list-style-type: none"> • Identification and descriptions of different types of job interview formats to help learners understand the purpose and structure of each interview type. <ul style="list-style-type: none"> ○ Face-to-Face Interviews <ul style="list-style-type: none"> ▪ Traditional in-person interview at an employer's workplace. ▪ May be one-to-one or panel-style (more than one interviewer). ▪ Often includes competency-based or behavioural questions. ○ Telephone Interviews <ul style="list-style-type: none"> ▪ Used as an initial screening stage before a formal interview. ▪ Often shorter, focusing on basic questions (availability, motivation, experience). ○ Video Interviews (Live or Pre-recorded) <ul style="list-style-type: none"> ▪ Increasingly common (especially post-COVID). ▪ Live: Like a Zoom or Teams meeting with an interviewer. ▪ Pre-recorded: Responding to set questions within a time limit via an online platform. ○ Group Interviews <ul style="list-style-type: none"> ▪ Involve multiple candidates interviewed at the same time. ▪ May include group tasks or discussions observed by interviewers. ○ Assessment Centres <ul style="list-style-type: none"> ▪ A day (or more) of structured tasks: interviews, group work, presentations, tests. ▪ Used for competitive roles, apprenticeships, and graduate schemes. • Helping learners to identify strategies to reduce anxiety before and during the interview and prepare relevant and appropriate questions to ask the interviewer. • Topics could include: <ul style="list-style-type: none"> ○ techniques for dealing with anxiety ○ recognising symptoms ○ Anxiety-reducing techniques: <ul style="list-style-type: none"> ▪ Deep breathing exercises ▪ Positive self-talk ▪ Practice and preparation ▪ Visualisation ▪ Mock interviews ▪ Good sleep and hydration ○ Questions to ask the interviewer: <ul style="list-style-type: none"> ▪ "What does a typical day in this role look like?" ▪ "What training and development opportunities are available?" ▪ "How is success measured in this role?" ▪ "Can you tell me more about the team I would be working with?" ▪ "What are the next steps in the recruitment process?" • Supporting learners to identify different sources of information to help them prepare for an interview and understand how to use each source effectively.

	<ul style="list-style-type: none"> ○ Company Website <ul style="list-style-type: none"> ▪ Learn about the organisation’s mission, values, products, and services. ▪ Understand company culture and recent news or achievements. ▪ Helps tailor answers (e.g. “Why do you want to work here?”). ▪ It shows genuine interest and initiative. ○ Job Description / Person Specification <ul style="list-style-type: none"> ▪ Understand what the employer is looking for in a candidate. ▪ Identify key skills, qualifications, and responsibilities. ▪ Helps to match their experience to job requirements. ○ Employer Social Media (LinkedIn, Facebook, Twitter/X, etc.) <ul style="list-style-type: none"> ▪ Provides up-to-date insights and talking points. ▪ Help learners prepare thoughtful questions to ask during the interview. ○ Speaking to Current or Past Employees (if possible) <ul style="list-style-type: none"> ▪ Provides informal and realistic perspectives. ▪ Can offer tips on the interview style or process. ○ Researching the Industry or Sector <ul style="list-style-type: none"> ▪ Shows deeper interest and broader knowledge. ▪ Help learners ask insightful questions during the interview. ○ Reviewing Your Own Application, CV, or Cover Letter <ul style="list-style-type: none"> ▪ Ensures consistency and confidence when answering questions. ▪ Help learners prepare to expand on their CV <ul style="list-style-type: none"> • Discussion on common interview tasks and activities and typical interview questions <ul style="list-style-type: none"> ○ Icebreaker questions - To help the candidate relax and begin the interview. ○ Competency-based questions - To assess specific skills and behaviours. ○ Role play or practical task - To observe real-time ability to perform job duties. ○ Group activity (if applicable) - To test teamwork, leadership, and communication skills. ○ Presentation task - To evaluate communication, planning, and confidence. ○ Written or numeracy test- To assess job-specific skills or literacy/numeracy. • Possible interview questions and sample answers <ul style="list-style-type: none"> ○ General “Tell me about yourself.” / “Why do you want this job?” ○ Behavioural (past experiences), “Tell me about a time you worked in a team.” ○ Situational (what you would do), “What would you do if a customer complained?” ○ Strengths and weaknesses “What are your greatest strengths?” / “What would you like to improve?” ○ Role-specific, “What experience do you have with cash handling?” • Tips for good responses <ul style="list-style-type: none"> ○ Keep answers relevant, clear, and positive. ○ Avoid vague responses – always give an example if possible.
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	<ul style="list-style-type: none"> ○ Stay calm and confident. ○ Use real experiences where possible. • Discussion on the importance of a strong first impression. <ul style="list-style-type: none"> ○ Key behaviours and actions that create a positive impact. ○ Practical strategies to make a confident and professional introduction. <ul style="list-style-type: none"> ▪ Personal Presentation <ul style="list-style-type: none"> • Dress appropriately for the role and company. • Maintain good hygiene and grooming. • Wear clean, neat clothes (even for video interviews). ▪ Punctuality <ul style="list-style-type: none"> • Arrive at least 10–15 minutes early. • Check travel routes or technology in advance for remote interviews. ▪ Body Language <ul style="list-style-type: none"> • Make eye contact and smile. • Offer a confident handshake (for in-person interviews). • Sit upright with open posture and avoid fidgeting. ▪ Greeting and Communication <ul style="list-style-type: none"> • Introduce yourself clearly and politely. • Use a confident tone of voice. • Thank the interviewer for the opportunity. ▪ Preparedness <ul style="list-style-type: none"> • Bring a copy of your CV or documents. • Have knowledge of the company and the job. • Show enthusiasm and interest from the start.
<p>2. Be able to conduct self in an interview situation.</p>	<p>Scope Teaching will cover:</p> <ul style="list-style-type: none"> • Working with learners to prepare them to take part in an interview situation, including necessary preparations, appropriate dress, and how to assess their own performance after the interview. <ul style="list-style-type: none"> ○ Key areas to evaluate: • Developing skills to encourage self-reflection, preparation, and evaluation. <ul style="list-style-type: none"> ○ Preparation: Did I research the company and role? Was I ready for the questions asked? ○ Appearance: Did I dress appropriately for the interview? Was my personal presentation professional? ○ Communication: Was I clear, confident, and professional in my answers? ○ Body Language: Did I maintain good posture and eye contact? Was my body language positive? ○ Engagement: Did I listen carefully? Did I ask relevant questions?

10.6 Applying for Work

Title	Applying for Work	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE457	
Unit Reference No	L/617/5476	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop skills in writing CVs, covering letters and completing application forms.		
Learning Outcomes	Assessment Criteria	
1. Recognise different ways of applying for jobs.	1.1. Describe the different ways of applying for jobs and explain what is involved in each approach to include one accessed via the internet.	
2. Be able to produce a Curriculum Vitae (CV).	2.1. Produce a clearly structured and legible CV which includes relevant information and summarises own experience, qualities and skills. 2.2. Modify the CV produced in AC 2.1 and tailor to meet the requirements for a specific job role.	
3. Be able to write a covering letter.	3.1. Describe the information required in a covering letter to meet the needs and expectations of employers. 3.2. Produce a formal covering letter in an appropriate format. 3.3. Adapt the letter produced in AC3.2 appropriately for both a direct and a speculative approach.	
4. Be able to complete job application forms.	4.1. Summarise the type of information typically included in a job application. 4.2. Describe own skills and experience relevant to given job specification and prepare draft text. 4.3. Complete a job application using the following methods: a) application form b) online application 4.4. Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Applying for Work
1. Recognise different ways of applying for jobs.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Introduction to Job Application Methods outlining different application routes • Common Methods of Applying for Jobs: • Online Applications <ul style="list-style-type: none"> ○ Job boards (e.g. Indeed, Reed) ○ Company websites and online portals ○ Uploading CVs and completing online forms • Email Applications <ul style="list-style-type: none"> ○ Writing a professional email ○ Attaching CV and cover letter • Paper-Based Applications <ul style="list-style-type: none"> ○ Filling out printed application forms ○ Posting CVs and letters • In-Person Applications <ul style="list-style-type: none"> ○ Walking in and handing over CVs ○ Speaking to a manager or filling out a form on-site • Through Recruitment Agencies <ul style="list-style-type: none"> ○ Registering with an agency ○ Undergoing interviews or skills assessments • Via Social Media and Professional Networks <ul style="list-style-type: none"> ○ LinkedIn job applications ○ Networking and referrals • Telephone Applications or Enquiries <ul style="list-style-type: none"> ○ Cold calling to inquire about vacancies ○ Speaking professionally and confidently • Internal Applications <ul style="list-style-type: none"> ○ Applying for promotions or transfers within a company ○ Understanding internal policies and processes • Group discussion on job-hunting experiences • Case studies showing different application methods • Practical tasks: filling in online forms, drafting emails, role-playing phone applications • Use of sample job adverts to match application methods • Videos or guest speakers (e.g. HR or recruitment experts)
2. Be able to produce a Curriculum Vitae (CV).	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding the Purpose of a CV <ul style="list-style-type: none"> ○ What a CV is and why it's important ○ When and where a CV is used ○ Differences between a CV and a job application form • Core Components of a Standard CV <ul style="list-style-type: none"> ○ Personal details (name, contact information) ○ Personal profile or statement ○ Key skills and qualities ○ Work experience (paid, unpaid, voluntary) ○ Education and qualifications ○ Additional sections (e.g. achievements, hobbies, references) • CV Layout and Presentation <ul style="list-style-type: none"> ○ Clear structure and logical order ○ Use of headings and spacing for readability ○ Consistent formatting (fonts, dates, bullet points) ○ Appropriate tone and language

	<ul style="list-style-type: none"> ○ Length and content considerations ● Identifying and Summarising Own Skills and Experience <ul style="list-style-type: none"> ○ Self-assessment activities (skills audits, reflection) ○ Matching personal qualities to job roles ○ Writing clear and concise descriptions of roles and achievements ● Modifying a CV for a Specific Purpose <ul style="list-style-type: none"> ○ Tailoring the personal statement and skills to match a specific job or industry ○ Prioritising relevant experience ○ Highlighting transferable skills ○ Reviewing and adapting language for suitability ○ Including keywords from job descriptions ● Individual task: draft own CV using a template with opportunity to review and/or tailor CV for a specific job advert
<p>3. Be able to write a covering letter.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Helping learners to write effective, formal covering letters that meet employer expectations and can be adapted for both advertised job roles (direct applications) and unadvertised opportunities (speculative applications). ● Purpose of a Covering Letter <ul style="list-style-type: none"> ○ Its role in job applications ○ Differences between a CV and a covering letter ○ How it complements a CV ● What Employers Expect in a Covering Letter <ul style="list-style-type: none"> ○ Clear structure (introduction, main body, conclusion) ○ Correct tone and professionalism ● Information typically included: <ul style="list-style-type: none"> ○ Reason for writing / job title applied for ○ How the applicant meets the job criteria ○ Summary of relevant experience, skills, and qualities ○ Why the applicant is interested in the role or company ○ Request for interview, or outline availability ○ Importance of personalising the letter ● Format and Structure <ul style="list-style-type: none"> ○ Appropriate formatting (contact details, salutation, paragraphs, sign-off) ○ Word-processed, formal layout and one page in length ○ Use of correct grammar, spelling, and punctuation ○ Consistency with CV style ● Writing a Covering Letter – Step-by-Step <ul style="list-style-type: none"> ○ Drafting each section ○ Using persuasive and concise language ● Adapting for Different Approaches <ul style="list-style-type: none"> ○ Direct Applications (in response to an advertised vacancy): <ul style="list-style-type: none"> ▪ Referencing the job advert ▪ Demonstrating a clear match to the role criteria ○ Speculative Applications (when no job has been advertised): <ul style="list-style-type: none"> ▪ Showing initiative and genuine interest in the company ▪ Focusing on transferable skills and value the applicant can bring ▪ Making it clear what kind of role is being sought

4. Be able to complete job application forms.

Scope

Teaching will cover:

- Helping learners to understand, prepare, and accurately complete job application forms using both paper and online formats, tailoring their responses to job specifications and ensuring high standards of written communication.
- Understanding Job Application Forms (AC 1.1)
 - Typical sections of a job application:
 - Personal details
 - Employment history
 - Education and qualifications
 - Skills and experience
 - Supporting statement/personal profile
 - References
 - Availability and eligibility to work
- Differences between application forms and CVs
- Importance of completing all sections accurately and honestly
- Preparing to Complete Applications
 - Interpreting job specifications and person criteria
 - Matching skills and experience to requirements
 - Using keywords from the job description
 - Drafting supporting statements that are concise, relevant, and tailored
 - Writing in a positive and professional tone
- Completing Application Forms
 - Paper-based forms:
 - Neat handwriting (if required)
 - Use of black ink and block capitals where applicable
 - Following instructions and formatting rules
 - Online forms:
 - Creating accounts or profiles (where needed)
 - Copying and pasting draft text safely
 - Using drop-downs, tick boxes, and free text fields appropriately
 - Saving progress and submitting forms correctly
- Proofreading and Editing Applications
 - Importance of accuracy and presentation
 - Checking spelling, punctuation, and grammar
 - Ensuring clarity and appropriate sentence structure
 - Tools and techniques for proofreading (e.g. read aloud, spell checkers)
 - Peer and tutor review for feedback and improvement

10.7 Workplace Induction

Title	Workplace Induction	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE458	
Unit Reference No	Y/617/5478	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the induction process and how to make a good first impression.		
Learning Outcomes	Assessment Criteria	
1. Understand workplace induction.	1.1. Describe the role of workplace induction and why it is important. 1.2. Describe different ways that employers induct new employees into their organisation. 1.3. Summarise three reasons why inductions are important for both employees and employers.	
2. Be aware of the content of a workplace induction program.	2.1. Summarise three policies or procedures an organisation would discuss during workplace induction.	
3. Understand how to make a good first impression during the induction process.	3.1. Describe why first impressions are important from both an employee and employer perspective. 3.2. Explain ways to leave a first good impression to management and colleagues.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Workplace Induction
1. Understand workplace induction.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the purpose, value, and key elements of workplace induction, and why it is an essential part of starting a new job. • Group discussion with opportunity for learners to share past induction experiences • Definition of Workplace Induction <ul style="list-style-type: none"> ○ Meaning: A structured process used to introduce new employees to their role, the organisation, and its culture ○ Alternative terms: onboarding, orientation ○ Purpose: Helping new staff settle in and become effective quickly • Importance of Workplace Induction <ul style="list-style-type: none"> ○ For Employees: <ul style="list-style-type: none"> ▪ Help reduce anxiety and build confidence ▪ Provides clarity on job roles, responsibilities, and expectations ▪ Ensures awareness of company policies, procedures, and safety measures ○ For Employers: <ul style="list-style-type: none"> ▪ Promotes productivity and engagement from the start ▪ Reduces early staff turnover ▪ Minimises errors and accidents through proper training and information sharing • Typical Features of an Induction Process <ul style="list-style-type: none"> ○ Introduction to the Organisation ○ Company history, mission, values, and culture ○ Tour of the Workplace ○ Key areas (e.g. toilets, canteen, fire exits, first aid) ○ Introduction to Key Staff ○ Manager, supervisor, team members, HR representative ○ Role Specific Information ○ Job duties and expectations ○ Equipment or systems used ○ Health and Safety Information ○ Fire safety procedures, accident reporting, PPE ○ Policies and Procedures ○ Attendance, conduct, data protection, safeguarding ○ Training and Support ○ Shadowing, mentoring, probation period
2. Be aware of the content of a workplace induction program.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding the key policies and procedures that are typically covered in a workplace induction, and why they are important for new employees. Research and presentations on different policies • Purpose of Discussing Policies and Procedures in Induction <ul style="list-style-type: none"> ○ Ensures employees understand their rights and responsibilities ○ Promotes a safe, fair, and consistent working environment ○ Helps new staff integrate smoothly into the organisation • Common Policies and Procedures Covered in Induction

	<ul style="list-style-type: none"> • Health and Safety Policy <ul style="list-style-type: none"> ○ Covers fire procedures, accident reporting, PPE, safe working practices ○ Importance of keeping oneself and others safe at work • Equality and Diversity Policy <ul style="list-style-type: none"> ○ Promotes inclusive behaviour and respect for differences ○ Explains what constitutes discrimination or harassment • Code of Conduct or Behaviour Policy <ul style="list-style-type: none"> ○ Sets expectations for professionalism, punctuality, and behaviour ○ May include dress code, mobile phone use, and social media guidelines • Sickness and Absence Procedure <ul style="list-style-type: none"> ○ How to report sickness ○ When and how to provide medical certificates ○ Return-to-work interviews • Data Protection and Confidentiality Policy <ul style="list-style-type: none"> ○ Responsibilities for handling sensitive or personal data ○ Maintaining confidentiality in line with legal obligations (e.g., GDPR) • Safeguarding (if relevant to the role) <ul style="list-style-type: none"> ○ Reporting concerns about children or vulnerable adults ○ Who the designated safeguarding officer is • Grievance and Disciplinary Procedures <ul style="list-style-type: none"> ○ How to raise a concern or complaint ○ What happens if rules are broken
<p>3. Understand how to make a good first impression during the induction process.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Discussions on the importance of first impressions in the workplace and developing practical strategies for presenting themselves positively during the induction period. • Discussion on examples of good and poor first impressions and what employers notice first. • Why First Impressions Matter at Work <ul style="list-style-type: none"> ○ Forming opinions quickly: Colleagues and managers often form lasting views in the first few interactions ○ Influence on relationships: Positive first impressions can build trust and respect ○ Professional image: A good start demonstrates commitment, enthusiasm, and suitability for the role ○ Impact on opportunities: Sets the tone for future responsibilities and career development • Ways to Make a Positive First Impression <ul style="list-style-type: none"> ○ Punctuality: Arriving on time shows reliability ○ Personal appearance: Dressing appropriately for the role and workplace culture ○ Positive attitude: Being enthusiastic, polite, and eager to learn ○ Body language: Using eye contact, smiling, and having good posture ○ Listening and communication: Paying attention, asking relevant questions, avoiding interrupting ○ Preparedness: Bringing required documents or materials, being ready for tasks ○ Respecting workplace norms: Following rules, being professional with colleagues and managers ○ Showing initiative: Volunteering to help, taking notes, showing interest in the organisation

10.8 Workplace Communication

Title	Workplace Communication	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE459	
Unit Reference No	D/617/5479	
<i>Unit purpose and aim(s):</i> This unit will focus on the development of essential communication skills for the workplace including positive verbal and non-verbal communication and written skills.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of positive verbal and non-verbal interaction in the workplace.	1.1. Explain the importance and benefits of positive verbal communication with both colleagues in the workplace and customers/clients. 1.2. Describe what is meant by non-verbal communication and its importance in face-to-face interaction. 1.3. Describe the importance of clarity, tone and manner when communicating with others.	
2. Be able to demonstrate positive verbal and non-verbal interaction.	2.1. Demonstrate appropriate and inappropriate verbal communication with others including those who may hold differing opinions. 2.2. Demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication.	
3. Be able to produce positive written communications in the workplace.	3.1. Produce written business communications in at least two formats, using language and tone appropriate to the recipient and the formality of the situation.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit title: Workplace Communication
<p>1. Understand the importance of positive verbal and non-verbal interaction in the workplace.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding the value of effective verbal and non-verbal communication in the workplace, and understanding how clarity, tone, and manner affect relationships with colleagues and customers. Class discussion on what makes a good communicator at work and examples of positive vs. negative communication styles • Positive Verbal Communication • Definition: Use of spoken words to convey information, ideas, and emotions • Importance in the workplace: <ul style="list-style-type: none"> ○ Build strong working relationships ○ Encourages teamwork and collaboration ○ Helps to prevent misunderstandings • Benefits to colleagues: <ul style="list-style-type: none"> ○ Promotes a positive working environment ○ Supports clear task-sharing and problem-solving • Benefits with customers/clients: <ul style="list-style-type: none"> ○ Improves customer satisfaction and loyalty ○ Projects professionalism and competence ○ Helps in resolving complaints or issues calmly and clearly • Non-Verbal Communication • Definition: Communication without words, using body language, facial expressions, gestures, eye contact, posture, and tone of voice • Importance in face-to-face interaction: <ul style="list-style-type: none"> ○ Reinforces or contradicts verbal messages ○ Build trust and rapport ○ Helps to convey interest, empathy, and confidence ○ Misalignment between verbal and non-verbal cues can create confusion • Clarity, Tone, and Manner in Communication <ul style="list-style-type: none"> ○ Clarity: <ul style="list-style-type: none"> ▪ Being clear and direct in communication ▪ Avoiding jargon and ambiguity ○ Tone: <ul style="list-style-type: none"> ▪ The emotional quality of speech (e.g., friendly, calm, professional) ▪ Tone can affect how a message is received ○ Manner: <ul style="list-style-type: none"> ▪ The attitude and approach used (e.g., polite, respectful, supportive) ▪ Influences the working atmosphere and how others respond ○ Importance: <ul style="list-style-type: none"> ▪ Essential for effective teamwork and customer service ▪ Helps avoid misunderstandings or potential offence ▪ Shows professionalism and emotional intelligence

<p>2. Be able to demonstrate positive verbal and non-verbal interaction.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners to identify, practice, and reflect on the use of appropriate verbal and non-verbal communication in workplace scenarios, including managing differing opinions and supporting effective face-to-face interaction. • Preparing for a discussion on a controversial topic to demonstrate the use of ‘appropriate’ and ‘inappropriate’ verbal communication. • Verbal Communication: <ul style="list-style-type: none"> ○ Appropriate communication includes: <ul style="list-style-type: none"> ▪ Active listening ▪ Speaking clearly and respectfully ▪ Using inclusive and professional language ▪ Acknowledging others' views, even when disagreeing ▪ Using “I” statements instead of blaming language ○ Inappropriate communication: <ul style="list-style-type: none"> ▪ Interrupting or talking over others ▪ Using aggressive or dismissive language ▪ Shouting or speaking with sarcasm ▪ Ignoring or belittling differing opinions ▪ Using slang, jargon, or unprofessional tone ▪ Use of calm tone and open body language ▪ Summarising or reflecting others' viewpoints before responding ▪ Agreeing to disagree when needed • Non-Verbal Communication to Support Face-to-Face Interaction <ul style="list-style-type: none"> ○ Positive use of non-verbal cues: <ul style="list-style-type: none"> ▪ Eye contact to show attentiveness ▪ Smiling to convey friendliness ▪ Open posture (arms relaxed, facing the person) ▪ Nodding to indicate understanding ▪ Mirroring body language appropriately ▪ Respecting personal space ○ Negative non-verbal cues: <ul style="list-style-type: none"> ▪ Lack of eye contact can seem disinterested ▪ Crossed arms may appear defensive ▪ Fidgeting or checking phone distracts from the message • Helping learners to: <ul style="list-style-type: none"> ○ Practise both appropriate and inappropriate verbal exchanges ○ Demonstrate active listening and handling disagreement respectfully ○ Observe examples of good and poor communication ○ Discuss body language signals and their effects • Supporting self-reflection: <ul style="list-style-type: none"> ○ Reflect on body language signals and their effects ○ Discuss what they have learned about appropriate and inappropriate verbal and non-verbal communication’
<p>3. Be able to produce positive written communications in the workplace.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Support for learners to write professional and appropriate workplace related (workplace updates, staff development events, new innovations etc.) business communications in a variety of workplace formats, tailoring language and tone to suit the

	<p>audience and context and workplace e.g. Email. short report, letter, minutes of a meeting.</p> <ul style="list-style-type: none"> • Understanding Written Business Communication <ul style="list-style-type: none"> ○ Purpose of written communication in the workplace (e.g. to inform, request, confirm, build relationships) ○ Importance of tone, clarity, grammar, spelling, and structure • Formats of Written Communication (learners should demonstrate at least two): <ul style="list-style-type: none"> ○ Email – most common workplace communication method ○ Letter – often used for formal or external communications ○ Memo or Internal Note – brief, targeted messages within teams ○ Instant Message or Chat – informal, quick communication (used in some organisations) ○ Report or Summary Note – structured and often more formal • Language and Tone Considerations: <ul style="list-style-type: none"> ○ Audience awareness – colleague, manager, customer, external contact ○ Formality level – formal vs. informal tone ○ Politeness and positivity – even when delivering difficult messages ○ Use of plain English – avoiding jargon unless appropriate ○ Professional formatting – subject lines, greetings, closings, layout
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10.9 Workplace Relationships

Title	Workplace Relationships	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE460	
Unit Reference No	R/617/5480	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of acceptable and unacceptable behaviours in the workplace, how to respond to those behaviours and how to deal with constructive criticism and conflict.		
Learning Outcomes		Assessment Criteria
1. Understand acceptable boundaries to behaviour in the workplace.	1.1. Describe using two examples of unacceptable behaviour and explain why they are unacceptable in the workplace. 1.2. Describe using two examples of acceptable behaviour and explain why they are acceptable in the workplace.	
2. Know how to recognise and respond to different behaviours.	2.1. Describe examples of aggressive, passive and assertive behaviour in workplace situations. 2.2. Explain the potential impact of these different behaviours on workplace relationships. 2.3. Demonstrate different techniques on how to respond appropriately to examples of aggressive, passive and assertive behaviour in workplace situations.	
3. Know how to give and respond to constructive criticism.	3.1. Describe what is meant by constructive criticism. 3.2. Demonstrate two feedback models and how these may be applied to criticise constructively in workplace situations. 3.3. Describe how constructive criticism can benefit an individual and contribute to their personal development and growth. 3.4. Demonstrate how to respond to constructive criticism in an open and non-defensive way.	
4. Understand how conflict can be dealt with constructively in the workplace.	4.1. Demonstrate how to negotiate and achieve a win-win situation, using constructive behaviour, in examples of conflict situations in the workplace.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Workplace Relationships
1. Understand acceptable boundaries to behaviour in the workplace.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • To help learners identify appropriate and inappropriate behaviours at work, understand workplace expectations, and the impact of behaviour on colleagues, productivity, and organisational culture. <ul style="list-style-type: none"> ○ Discussing what is ‘acceptable’ and ‘unacceptable’ behaviour in the workplace. ○ Group brainstorming: list behaviours considered acceptable/unacceptable at work ○ Class discussion on company codes of conduct or workplace rules ○ Reflective activity: learners consider their own behaviour and improvements • Unacceptable Behaviour <ul style="list-style-type: none"> ○ Examples could include: <ul style="list-style-type: none"> ▪ Bullying or harassment: verbal abuse, intimidation, or discrimination ▪ Being consistently late or absent without valid reason ▪ Using inappropriate language or offensive jokes ▪ Ignoring health and safety procedures • Why unacceptable: <ul style="list-style-type: none"> ○ Creates a hostile or unsafe work environment ○ Damages team morale and productivity ○ Risks legal consequences for the organisation ○ Undermines professionalism and trust • Acceptable Behaviour <ul style="list-style-type: none"> ○ Examples could include: <ul style="list-style-type: none"> ▪ Punctuality and reliable attendance ▪ Respecting colleagues and customers: listening, polite language ▪ Following company policies and procedures ▪ Taking responsibility for own work and actions • Why acceptable: <ul style="list-style-type: none"> ○ Supports a positive and productive work environment ○ Build good relationships and teamwork ○ Demonstrates professionalism and integrity ○ Help ensure safety and compliance
2. Know how to recognise and respond to different behaviours.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners to identify and understand aggressive, passive, and assertive behaviours in the workplace, their effects on relationships, and to develop skills for appropriate responses that promote positive communication. • Assist learners to present a PowerPoint Presentation entitled: ‘Workplace Relationships’ giving examples of aggressive, passive and assertive behaviours and how these could impact on workplace relationships. • Examples of Behaviour Types <ul style="list-style-type: none"> ○ Aggressive behaviour: <ul style="list-style-type: none"> ▪ Raising voice, interrupting others ▪ Using blaming or hostile language ▪ Ignoring others’ opinions, intimidation

	<ul style="list-style-type: none"> ○ Passive behaviour: <ul style="list-style-type: none"> ▪ Avoiding eye contact, mumbling or not speaking up ▪ Agreeing to things unwillingly or staying silent to avoid conflict ○ Assertive behaviour: <ul style="list-style-type: none"> ▪ Expressing views clearly and respectfully ▪ Listening to others and standing up for oneself calmly ● Impact on Workplace Relationships <ul style="list-style-type: none"> ○ Aggressive behaviour: <ul style="list-style-type: none"> ▪ Creates fear, resentment, and conflicts ▪ Damages trust and teamwork ○ Passive behaviour: <ul style="list-style-type: none"> ▪ Leads to misunderstandings, frustration, and unmet needs ▪ Can cause imbalance in team dynamics ○ Assertive behaviour: <ul style="list-style-type: none"> ▪ Builds mutual respect and open communication ▪ Encourages problem-solving and collaboration ● Responding Appropriately to Behaviour <ul style="list-style-type: none"> ○ To aggressive behaviour: <ul style="list-style-type: none"> ▪ Stay calm and composed ▪ Use a firm, clear voice without aggression ▪ Set boundaries politely (“I want to discuss this calmly...”) ▪ Seek help if necessary (e.g., manager or HR) ○ To passive behaviour: <ul style="list-style-type: none"> ▪ Encourage the person to express their views ▪ Ask open-ended questions to draw out opinions ▪ Support and validate their feelings ○ To assertive behaviour: <ul style="list-style-type: none"> ▪ Respond with respect and openness ▪ Engage in active listening and collaborative discussion ▪ Acknowledge points made and work towards solutions
<p>3. Know how to give and respond to constructive criticism.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Understanding the concept and value of constructive criticism, learning effective feedback techniques, recognising its benefits for personal and professional growth, and developing skills to respond positively to feedback. ● Assisting group discussion on what is meant by ‘Constructive Criticism’ and how constructive criticism can be of benefit to an employee ● What is Constructive Criticism <ul style="list-style-type: none"> ○ Definition: Feedback aimed at helping someone improve by focusing on specific behaviours or outcomes, delivered respectfully and supportively ○ Differences from negative criticism: objective, helpful, not personal or judgmental ○ Purpose: to promote learning, growth, and improved performance ● Preparing learners for case study-based role-plays using different models for constructive criticism <ul style="list-style-type: none"> ○ “Sandwich” Model: <ul style="list-style-type: none"> ▪ Positive feedback → Constructive criticism → Positive feedback

	<ul style="list-style-type: none"> ▪ Helps soften the impact and maintain motivation <ul style="list-style-type: none"> • Example: “You did well on the report structure, but the data analysis could be clearer. Keep up the great work on meeting deadlines.” ○ “Situation-Behaviour-Impact (SBI)” Model: <ul style="list-style-type: none"> ▪ Describe the situation → Describe the observed behaviour → Explain the impact of the behaviour ▪ Keeps feedback specific and objective <ul style="list-style-type: none"> • Example: “During yesterday’s meeting (situation), you interrupted several times (behaviour), which made it hard for others to share their ideas (impact).” ○ Performance Improvement Plan (PIP) <ul style="list-style-type: none"> ▪ Identify performance issues clearly, Set specific, measurable goals for improvement, Outline support and resources available, Agree on timeframes and review dates, Monitor and provide ongoing feedback ▪ A formal, structured approach to help employees improve over time with clear expectations and support. <ul style="list-style-type: none"> • Example: "Your recent reports have missed key data points (issue). Over the next month, your goal is to include comprehensive data analysis in all reports (goal). We'll provide additional training on data tools (support). We'll review progress weekly to ensure improvements (monitoring)." • Benefits of Constructive Criticism <ul style="list-style-type: none"> ○ Encourages self-awareness and reflection ○ Supports skill development and improved performance ○ Build trust and open communication ○ Help to prevent repeated mistakes ○ Contributes to career progression and personal growth • Responding to Constructive Criticism <ul style="list-style-type: none"> ○ Stay calm and listen fully without interrupting ○ Avoid defensive language or reactions ○ Ask questions for clarification if needed ○ Thank the person giving feedback ○ Reflect on the feedback and plan improvements ○ Recognise the value of feedback as a tool for growth
<p>4. Understand how conflict can be dealt with constructively in the workplace.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners with skills to handle workplace conflict positively by negotiating solutions that satisfy all parties through constructive communication and behaviour. • Supporting learners to prepare for role play to negotiate in order to come to a conclusion using a choice of role-play scenarios: <ul style="list-style-type: none"> ○ Negotiating rates of pay ○ Negotiating working conditions • Helping learners to understand Conflict in the Workplace <ul style="list-style-type: none"> ○ Definition of conflict: disagreement or clash between individuals or groups ○ Common causes: miscommunication, different values, competition for resources, personality clashes

	<ul style="list-style-type: none">○ Negative vs. constructive conflict: destructive leads to breakdown, constructive leads to growth• Principles of Constructive Behaviour in Conflict Resolution<ul style="list-style-type: none">○ Stay calm and respectful○ Listen actively and empathetically○ Focus on the issue, not the person○ Keep communication clear and positive○ Seek common ground and shared goals• Negotiation for Win-Win Outcomes<ul style="list-style-type: none">○ Steps in negotiation:<ul style="list-style-type: none">▪ Identify the problem clearly▪ Share perspectives openly▪ Brainstorm options collaboratively▪ Agree on solutions that benefit everyone▪ Importance of compromise and flexibility• Practical Examples of Conflict Situations and Constructive
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10.10 Customer Care

Title	Customer Care	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE461	
Unit Reference No	Y/617/5481	
<i>Unit purpose and aim(s):</i> This unit will provide an understanding of the importance of good customer care, what constitutes good practice, and how to obtain and act on customer feedback.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of good practice in customer care.	1.1. Summarise the key principles of good practice in customer care. 1.2. Describe the organisational benefits of good customer care. 1.3. Describe the possible consequences to an organisation of poor customer care.	
2. Know how to communicate effectively with customers.	2.1. Describe appropriate methods and systems to communicate effectively with customers. 2.2. Demonstrate appropriate ways of communicating with customers verbally and non-verbally, face-to-face, by telephone and in written correspondence.	
3. Understand the measures required to solve customer problems.	3.1. Describe best practice in dealing with customer complaints. 3.2. Describe common customer problems that may occur in a given workplace and how they may be addressed.	
4. Understand the need to obtain and respond to customer feedback.	4.1. Evaluate the key reasons and methods for obtaining customer feedback. 4.2. Describe procedures for instigating change as a result of customer feedback. 4.3. Describe methods of evaluating changes made.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Learning Outcome	Unit title: Customer Care
1. Understand the importance of good practice in customer care.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding what good customer care involves, recognising how it benefits organisations, and exploring the potential negative impact of poor service. • Group discussion on the main principles of Customer Care and personal experiences with good and poor service • Support to prepare a PowerPoint Presentation on Customer Care • Key Principles of Good Practice in Customer Care <ul style="list-style-type: none"> ○ Clear Communication – use of polite, friendly, and professional language ○ Listening and Understanding Needs – being attentive and empathetic ○ Timeliness – responding to enquiries and resolving problems quickly ○ Consistency – maintaining a high standard of service across all customer interactions ○ Knowledge and Competence – knowing products/services and how to support customers effectively ○ Positive Attitude – being approachable, respectful, and solution-focused ○ Follow-up – checking if the customer is satisfied, thanking them for their business • Organisational Benefits of Good Customer Care <ul style="list-style-type: none"> ○ Customer loyalty and repeat business ○ Positive word-of-mouth and referrals ○ Improved reputation and brand image ○ Higher employee satisfaction (due to fewer complaints/conflicts) ○ Increased sales and profitability ○ Reduced complaints and legal issues • Consequences of Poor Customer Care <ul style="list-style-type: none"> ○ Loss of customers to competitors ○ Negative reviews and public complaints ○ Damaged brand reputation ○ Increased complaints and refund requests ○ Low staff morale (handling difficult complaints) ○ Financial losses and reduced market share
2. Know how to communicate effectively with customers.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Providing learners with an understanding of various customer communication methods and systems, and developing their ability to apply effective verbal, non-verbal, and written communication in different contexts. • Supporting learners in researching methods and systems for communicating with customers for PPT and preparing for role plays as a customer complaining face-to-face, a customer complaining on the telephone, and a written response for a customer complaining about a faulty product. • Appropriate Methods and Systems of Communication <ul style="list-style-type: none"> ○ Face-to-Face Communication: <ul style="list-style-type: none"> ▪ Direct interaction, reading body language, tone of voice, and expressions ▪ Useful for complex or sensitive issues

	<ul style="list-style-type: none"> ○ Telephone Communication: <ul style="list-style-type: none"> ▪ Clear speech, active listening, polite tone ▪ Appropriate for quick updates or customer support ○ Written Communication: <ul style="list-style-type: none"> ▪ Emails, letters, reports, messaging systems ▪ Requires correct grammar, structure, and professional tone ○ Digital Systems and Platforms: <ul style="list-style-type: none"> ▪ CRM (Customer Relationship Management) systems ▪ Online chat, feedback forms, social media, automated responses ○ Internal Systems: <ul style="list-style-type: none"> ▪ Logging customer issues ▪ Tracking communication history ▪ Email management systems and call recording for quality assurance ● Demonstrating Effective Customer Communication <ul style="list-style-type: none"> ○ Verbal Communication: <ul style="list-style-type: none"> ▪ Using clear, polite, and professional language ▪ Adjusting tone and vocabulary to suit the audience ▪ Confirming understanding and responding to queries appropriately ○ Non-Verbal Communication (especially face-to-face): <ul style="list-style-type: none"> ▪ Maintaining eye contact ▪ Open body language (e.g. not folding arms, nodding) ▪ Facial expressions showing interest and empathy ○ Face-to-Face Communication: <ul style="list-style-type: none"> ▪ Greeting customers warmly, using active listening ▪ Maintaining professionalism even when dealing with complaints ○ Telephone Communication: <ul style="list-style-type: none"> ▪ Clear introduction, polite tone, active listening cues (“I see”, “Absolutely”) ▪ Summarising and confirming actions or next steps ● Written Correspondence: <ul style="list-style-type: none"> ○ Professional format (email or letter) ○ Structured, concise, and free of spelling/grammar errors ○ Tailored to customer needs and tone of the situation (formal vs informal)
<p>3. Understand the measures required to solve customer problems.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Develop learners’ understanding of how to handle customer complaints and problems effectively, professionally, and in line with organisational standards. ● Discussing common customer problems/complaints and how best to deal with them. ● Best Practice in Dealing with Customer Complaints <ul style="list-style-type: none"> ○ Listen actively and stay calm – let the customer speak without interruption ○ Acknowledge the issue – show empathy and understanding ○ Take responsibility – avoid blame and be solution-focused

	<ul style="list-style-type: none"> ○ Follow procedures – know and follow the organisation's complaints policy ○ Take timely action – resolve issues promptly or escalate where necessary ○ Keep the customer informed – update the customer on what's being done ○ Record and report – ensure accurate documentation for future reference and quality assurance ○ Follow-up – confirm the customer is satisfied after resolution ● Common Customer Problems and How to Address Them <ul style="list-style-type: none"> ○ Retail: <ul style="list-style-type: none"> ▪ Faulty product → Offer exchange, refund, or repair as per policy ▪ Long queues → Apologise, open additional tills, offer reassurance ○ Hospitality: <ul style="list-style-type: none"> ▪ Room not ready on time → Offer apology, complimentary drink or room upgrade ▪ Poor service in restaurant → Apologise, speak to staff, offer compensation if appropriate ○ Call Centres: <ul style="list-style-type: none"> ▪ Long hold times → Apologise, explain reason for delay, prioritise call resolution ▪ Incorrect billing → Investigate account, clarify charges, correct errors ○ General approaches to resolving problems: <ul style="list-style-type: none"> ▪ Use clear and polite communication ▪ Ask questions to fully understand the issue ▪ Remain professional and courteous at all times ▪ Offer realistic solutions or alternatives ▪ Escalate issues appropriately if they cannot be resolved at first contact
<p>4. Understand the need to obtain and respond to customer feedback.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Help learners understand the value of customer feedback, how it can drive improvements, and the importance of evaluating its impact on services and performance. ● Defining the key reasons and methods for obtaining customer feedback. ● Defining how to initiate change based on feedback. ● Key Reasons: <ul style="list-style-type: none"> ○ Improve customer satisfaction and experience ○ Identify strengths and weaknesses in service delivery ○ Support service/product development ○ Build customer loyalty and trust ○ Meet quality standards or regulatory requirements ○ Inform staff training and development ● Methods of Obtaining Feedback: <ul style="list-style-type: none"> ○ Customer surveys (paper, online, telephone) ○ Feedback forms and suggestion boxes ○ Social media comments and reviews ○ Focus groups or customer forums ○ Verbal feedback (e.g. during service or after resolution) ○ Mystery shopping or audits ○ Complaint and compliment records ● Procedures for Instigating Change Based on Feedback <ul style="list-style-type: none"> ○ Gather and collate feedback regularly from multiple sources ○ Analyse feedback to identify common issues or trends

	<ul style="list-style-type: none"> ○ Discuss feedback internally (e.g. in team meetings or quality reviews) ○ Develop an action plan – identify areas for improvement and who is responsible ○ Communicate changes to staff and, if appropriate, to customers ○ Implement changes in a structured and timely manner ○ Train staff where needed to support new processes or behaviours • Methods of Evaluating Changes Made <ul style="list-style-type: none"> ○ Repeat customer surveys to assess improvement in satisfaction ○ Review customer complaint volumes before and after changes ○ Analyse performance indicators (e.g. call wait times, return rates, customer retention) ○ Collect new feedback specifically on the changes introduced ○ Conduct staff feedback sessions to evaluate implementation challenges and successes ○ Monitor customer behaviour (e.g. repeat purchases, loyalty programme uptake)
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10.11 Effective Meeting Skills

Title	Effective Meeting Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE462	
Unit Reference No	D/617/5482	
<i>Unit purpose and aim(s):</i> This unit will introduce the learner to accepted meeting conventions and processes and to the skills and behaviours required to participate in and contribute to meetings effectively.		
Learning Outcomes		Assessment Criteria
1. Be aware of the purposes and types of different meetings.	1.1. Describe different types of workplace meetings and the purpose of each. 1.2. Describe how meetings differ depending on their nature, purpose, size, the people involved and the organisational culture.	
2. Understand meeting conventions, processes and roles.	2.1. Describe the importance of and conventions of the following meeting processes and procedures: a) agenda b) minutes c) briefing documents d) presentations 2.2. Describe the importance of taking notes and recording outcomes and decisions. 2.3. Describe responsibilities of the following roles: a) Chair b) Secretary c) Treasurer	
3. Be able to participate in a meeting.	3.1. Explain the importance of etiquette and professional behaviour when participating in workplace meetings. 3.2. Demonstrate effective participation in a meeting including: a) making relevant contributions b) listening to others c) using appropriate communication styles	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Effective Meeting Skills
1. Be aware of the purposes and types of different meetings.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand why meetings are held, explore different types of meetings, and recognise how meetings can vary depending on multiple factors within an organisation. • Reasons and Purposes for Holding Meetings <ul style="list-style-type: none"> ○ Share information – e.g. updates, announcements, or company news ○ Make decisions – e.g. planning projects, solving problems, agreeing on next steps ○ Collaborate and brainstorm – e.g. idea generation, team input ○ Monitor progress – e.g. project reviews, performance tracking ○ Consult and engage stakeholders – e.g. feedback sessions, briefings ○ Solve problems – e.g. addressing customer issues, resolving internal challenges • How Meetings Differ by Nature, Purpose, Size, People and Culture • Nature and Purpose: <ul style="list-style-type: none"> ○ Formal meetings (e.g. board meetings, disciplinary hearings) vs. Informal meetings (e.g. team huddles, quick catch-ups) ○ One-to-one meetings (e.g. appraisals) vs. Group meetings (e.g. team reviews) ○ In-person, virtual, or hybrid meetings ○ Size of the Meeting: <ul style="list-style-type: none"> ○ Smaller meetings allow for more discussion and flexibility ○ Larger meetings may require formal agendas and strong facilitation • People Involved: <ul style="list-style-type: none"> ○ Internal (staff only) vs. external (clients, partners, stakeholders) ○ Seniority and hierarchy can affect tone, format and expectations • Organisational Culture: <ul style="list-style-type: none"> ○ Some cultures promote open and collaborative discussion, while others may be more hierarchical and formal ○ Frequency and structure of meetings may vary—some companies prefer short daily stand-ups; others rely on weekly or monthly formal sessions
2. Understand meeting conventions, processes and roles.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Practical understanding of standard meeting documentation, procedures, and the roles and responsibilities typically involved in formal meetings. • Support to understand meeting conventions and the importance of taking notes and recording the outcomes of meeting decisions. <ul style="list-style-type: none"> ○ Agenda <ul style="list-style-type: none"> ▪ Purpose: To outline topics for discussion and provide structure ▪ Conventions: Shared in advance, includes date, time, location, attendees, items to be discussed (often numbered), and allocated times

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Importance: Ensures meetings stay on topic and within time ○ Minutes <ul style="list-style-type: none"> ▪ Purpose: To provide an accurate written record of what was discussed and decided ▪ Conventions: Includes meeting details, attendees, key discussion points, decisions made, and actions agreed ▪ Importance: Serves as a reference and legal record; supports accountability ○ Briefing Documents <ul style="list-style-type: none"> ▪ Purpose: To provide background information or updates before meetings ▪ Conventions: Concise, clear, and relevant to the agenda items ▪ Importance: Ensures attendees are well-informed and prepared to contribute ○ Presentations <ul style="list-style-type: none"> ▪ Purpose: To communicate information clearly and persuasively, often using visuals (slides) ▪ Conventions: Professional tone, visual aids, clear structure (introduction, content, summary) ▪ Importance: Helps to deliver complex information effectively and supports engagement • Importance of Taking Notes and Recording Outcomes <ul style="list-style-type: none"> ○ Helps track: ○ Key decisions ○ Action points ○ Responsible persons ○ Deadlines ○ Supports accurate minute writing ○ Helps absent team members catch up ○ Can be used in performance reviews or planning ○ Prevents misunderstandings or disputes about what was agreed • Responsibilities of Key Meeting Roles <ul style="list-style-type: none"> ○ Chair <ul style="list-style-type: none"> ▪ Sets agenda with the secretary ▪ Opens and closes the meeting ▪ Ensures everyone has a chance to speak ▪ Keeps the meeting focused and on time ▪ Summarises decisions and actions ▪ Maintains order and neutrality ○ Secretary <ul style="list-style-type: none"> ▪ Prepares and distributes the agenda and relevant documents ▪ Takes minutes during the meeting ▪ Distributes minutes afterward ▪ Keeps accurate records of meetings and follow-ups ▪ Supports the chair in organising the meeting ○ Treasurer <ul style="list-style-type: none"> ▪ Provides financial updates (if relevant to the meeting) ▪ Prepares financial reports and updates ▪ Answers questions about budgets, funding, or spending ▪ Ensures transparency and accuracy in financial matters
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3. Be able to participate in a meeting.

Scope

Teaching will cover:

- Supporting learners to understand and demonstrate professional behaviour, communication, and engagement when participating in workplace or formal meetings.
- Describing acceptable and unacceptable behaviour in meetings
- Acceptable Behaviour:
 - Arriving on time and being prepared
 - Listening actively and respectfully
 - Waiting for a turn to speak
 - Speaking clearly and staying on topic
 - Using appropriate language and tone
 - Participating constructively without dominating discussion
- Unacceptable Behaviour:
 - Interrupting or talking over others
 - Using inappropriate or disrespectful language
 - Arriving late or being unprepared
 - Distracting behaviour (e.g. phone use, side conversations)
 - Dismissing others' opinions
 - Going off-topic or dominating discussion unnecessarily
- Demonstrating effective participation in a Formal Meeting.
 - Making Relevant Contributions
 - Speaking when appropriate
 - Sharing opinions or information related to agenda topics
 - Asking questions to clarify or expand discussion
 - Offering constructive ideas or solutions
 - Listening to Others
 - Showing engagement through eye contact and body language
 - Not interrupting
 - Acknowledging others' points (e.g. "I agree with what you said about..." or "That's a good point...")
 - Taking notes to aid understanding and follow-up
 - Using Appropriate Communication Styles
 - Speaking clearly and professionally
 - Adjusting tone and vocabulary depending on formality and audience
 - Being respectful even when disagreeing
 - Showing confidence without being aggressive

10.12 Enterprise Skills

Title	Enterprise Skills	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBE463	
Unit Reference No	H/617/5483	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to plan, implement and evaluate an enterprise activity.		
Learning Outcomes	Assessment Criteria	
1. Be able to identify a viable product or service to market and sell.	1.1. Describe the selected product or service and give reasons for choice. 1.2. Describe the target market for the product or service. 1.3. Describe the main competitors and assess risk.	
2. Be able to plan an enterprise activity.	2.1. Develop an action plan to include each stage of the enterprise activity, resources, targets and potential risks. 2.2. Obtain feedback on plan and amend where appropriate.	
3. Be able to implement and evaluate enterprise activity.	3.1. Implement and monitor the enterprise activity action plan. 3.2. Review enterprise activity against action plan objectives identifying possible areas for improvement. 3.3. Assess own role within the enterprise activity and identify skills and/or knowledge acquired and areas for own future development.	
Assessment Guidance		
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Assessment Method	Definition	Possible Content
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit title: Enterprise Skills
<p>1. Be able to identify a viable product or service to market and sell.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Facilitating learners to choose a product or service they could realistically market and sell, to understand who their potential customers are, and to recognise potential competitors and risks. • Support learners to take part in a Meeting to select an Enterprise Activity - producing a product or providing a service (e.g. handmade crafts, tutoring, car washing, online service) • Key details to describe: <ul style="list-style-type: none"> ○ What it is (features, purpose, how it works) ○ Why it was chosen (e.g. personal skills, demand, cost, interest, availability of resources) ○ Value proposition (what makes it appealing to buyers) • Describe the Target Market <ul style="list-style-type: none"> ○ Learners identify who is most likely to buy their product/service • Aspects to consider: <ul style="list-style-type: none"> ○ Age group ○ Gender (if relevant) ○ Income level ○ Location ○ Lifestyle or interests ○ Buying habits (where, how often, how much they spend) • Assessing risk - how likely each risk is and how to minimise it. • Who else offers a similar product/service? <ul style="list-style-type: none"> ○ What are their prices, quality, and popularity? ○ Where are they located or how do they sell (online, in-store)? ○ Risk assessment could include: <ul style="list-style-type: none"> ○ Market saturation (too many others offering the same) ○ High pricing competition ○ Limited demand ○ Business costs vs. expected income ○ Any seasonal or location-based challenges
<p>2. Be able to plan an enterprise activity.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Equipping learners with the skills and tools needed to design, create, evaluate, and refine a practical action plan for delivering an enterprise activity. • Support to present their idea for their enterprise activity to a panel with any amendments made based on feedback received • Learners should create a step-by-step plan that clearly outlines how they will carry out their enterprise activity. • Action Plan Should Include: <ul style="list-style-type: none"> ○ Stages of the Activity: <ul style="list-style-type: none"> ▪ Planning ▪ Marketing ▪ Purchasing or sourcing materials ▪ Delivering the product/service ▪ Sales and follow-up ▪ Review and evaluation ○ Resources Required: <ul style="list-style-type: none"> ▪ Human (e.g. self, helpers, advisors) ▪ Financial (e.g. budget, pricing) ▪ Physical (e.g. materials, equipment, space)

	<ul style="list-style-type: none"> ▪ Time (e.g. deadlines for each task) • Targets: <ul style="list-style-type: none"> ○ SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound) ○ Sales targets, number of customers, break-even point, or completion goals • Potential Risks: <ul style="list-style-type: none"> ○ Product delays, low customer interest, cost overruns ○ Include how these risks might be managed (e.g. backup plans, reducing costs, marketing strategies) • Presenting draft action plan to peers, tutors, or mentors <ul style="list-style-type: none"> ○ Collect feedback on clarity, feasibility, completeness ○ Make meaningful adjustments based on the feedback <ul style="list-style-type: none"> ▪ Feedback Sources Could Include: <ul style="list-style-type: none"> • Peer reviews using checklists • Tutor assessment with written or verbal comments • Input from community enterprise leaders or local business owners ▪ Amendments May Involve: <ul style="list-style-type: none"> • Changing deadlines or stages • Adjusting resource allocation • Refining targets • Reassessing risks or mitigation plans
<p>3. Be able to implement and evaluate enterprise activity.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners to carry out an enterprise activity based on a prepared plan, reflect on the effectiveness of the activity, and evaluate their own contribution and learning. • Implementation: <ul style="list-style-type: none"> ○ Learners follow the steps outlined in their action plan to deliver the product/service ○ Tasks may include promotion, handling materials, customer service, and sales • Monitoring: <ul style="list-style-type: none"> ○ Keep track of time, resources, and whether activities are on schedule ○ Record key outcomes (e.g. number of customers, items sold, income/expenditure) ○ Adapt in real-time if needed, note changes made and why • Monitoring Tools: <ul style="list-style-type: none"> ○ Checklists ○ Progress logs or journals ○ Sales records ○ Photos/videos (where appropriate) • Reviewing activity against objectives <ul style="list-style-type: none"> ○ Were objectives met? ○ What worked well? ○ What didn't go to plan and why? ○ Identify lessons learned and make suggestions for improving future enterprise activity (e.g. clearer marketing, better time management, improved customer interaction) • Assessing own role and identifying personal development areas <ul style="list-style-type: none"> • Their specific contributions to the enterprise (e.g. leadership, communication, organisation) • Skills or knowledge they used or developed (e.g. budgeting, teamwork, problem-solving) • What they found challenging and why

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- Any areas for improvement (e.g. public speaking, timekeeping, confidence)
- Link personal reflection to employability and future enterprise potential.

10.13 Leadership Skills

Title	Leadership Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE464	
Unit Reference No	K/617/5484	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the key characteristics and skills involved in being an effective leader.		
Learning Outcomes	Assessment Criteria	
1. Understand key characteristics of effective leadership.	1.1. Explain the key characteristics and qualities of effective leadership and why they are important.	
2. Understand the skills involved in effective leadership.	2.1. Identify and describe the skills required for effective leadership. 2.2. Assess how own skills and qualities may reflect those identified in AC 2.1. 2.3. Describe the ways in which a leader encourages motivation and organises a team to work effectively to achieve objectives.	
3. Understand the impact of leadership on workplace performance.	3.1. Explain how leadership influences team morale and motivation and how a leader can improve team performance. 3.2. Identify and describe common challenges leaders may face and how they can be addressed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Leadership Skills
1. Understand key characteristics of effective leadership.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding what makes an effective leader by exploring key leadership qualities and why they matter in various contexts, particularly in the workplace or group settings. • Discussion on the characteristics and qualities of an effective leader, • Key Characteristics and Qualities of Effective Leadership <ul style="list-style-type: none"> ○ Communication: Clear and respectful, ensures everyone understands goals and tasks. ○ Confidence: Inspires trust; shows belief in their own decisions and their team. ○ Integrity: Honest and trustworthy; leads by example. ○ Decision-making: Makes informed choices and stands by them. ○ Empathy: Understands and respects team members' feelings and needs. ○ Motivation: Encourages and energises others to achieve their best. ○ Adaptability: Responds well to change and can think on their feet. ○ Delegation: Knows how to assign the right tasks to the right people. ○ Accountability: Takes responsibility for their actions and the team's results. ○ Problem-solving: Approaches challenges logically and finds workable solutions. • Why These Qualities Matter: <ul style="list-style-type: none"> ○ Build team trust and morale ○ Improve group performance and productivity ○ Help resolve conflicts and challenges effectively ○ Encourage professional growth and collaboration ○ Enable leaders to respond to uncertainty and change
2. Understand the skills involved in effective leadership.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners to understand the key skills required for effective leadership, to reflect on their own capabilities, and to explore how leaders motivate and organise others. • Preparing learners to carry out a task where they are Team Leader. • Skills required for effective leadership <ul style="list-style-type: none"> ○ Active listening ○ Decision-making ○ Conflict resolution ○ Delegation ○ Planning and organising ○ Empathy and emotional intelligence ○ Problem-solving ○ Motivational techniques ○ Flexibility and adaptability • Methods of assessing own skills and qualities against leadership requirements <ul style="list-style-type: none"> ○ Reflect on their own current skills and personal qualities ○ Identify which ones match the key leadership skills ○ Recognise areas they may need to develop

	<ul style="list-style-type: none">○ Complete a skills audit or self-assessment checklist● How a leader motivates and organises a team<ul style="list-style-type: none">○ Motivational strategies: praise, recognition, goal setting, team-building activities, leading by example○ Organisational methods: clear roles, timelines, setting expectations, task delegation, monitoring progress○ Creating positive team dynamics through encouragement and shared responsibility○ Encourage learners to consider practical tools like:○ Gantt charts, team rotas, feedback sessions, reward systems● Role of communication skills in leadership and the importance of:<ul style="list-style-type: none">○ Clear instructions and expectations○ Active listening and empathy○ Body language and tone of voice○ Open and two-way communication○ Giving and receiving feedback effectively○ Adapting communication style to suit different people and situations
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10.14 Personal Money Management

Title	Personal Money Management	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE465	
Unit Reference No	M/617/5485	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and record income and expenditure, the potential problems of a limited budget and the different financial services offered.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by income and expenditure.	1.1. Identify and describe different sources of personal income. 1.2. Describe typical personal expenditure items. 1.3. Explain the difference between essential and non-essential expenditure.	
2. Know how to create and use a personal budget.	2.1. Describe the purpose of a personal budget 2.2. Identify the information needed to create a personal budget 2.3. Summarise how a budget can help manage income and expenditure 2.4. Describe how changes in income or spending can affect a budget.	
3. Be aware of the potential problems of coping on a limited budget and the impact of credit on personal finances.	3.1. Summarise the meaning of interest, repayments and debt. 3.2. Identify the challenges of living on a restricted budget. 3.3. Compare the advantages and disadvantages of using credit, debit, store cards and other forms of credit.	
4. Be aware of different financial services that banks and building societies offer.	4.1. Identify the differences between, and uses of: a) current accounts b) savings accounts c) mortgage loans d) other types of loans	
5. Understand the importance of saving.	5.1. Describe reasons why people save money. 5.2. Identify different short-term and long-term savings goals 5.3. Describe ways in which individuals can save money regularly.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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	Record of observation Learner notes/written work

	tutor or by learners, to enable learners to practise and apply skills and knowledge	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

Learning Outcome	Unit title: Personal Money Management
1. Understand what is meant by income and expenditure.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the concept of income and expenditure, identifying examples in their own lives, and recognising how financial situations can change over time. • Helping learners categorise essential vs. non-essential spending. • Personal Income and Expenditure <ul style="list-style-type: none"> ○ Personal Income – Examples: <ul style="list-style-type: none"> ○ Wages/salary from employment ○ Benefits (e.g., Universal Credit, disability benefits) ○ Student loans or grants ○ Pensions ○ Gifts or financial help from family/friends ○ Interest from savings ○ Self-employment income • Personal Expenditure – Examples: <ul style="list-style-type: none"> ○ Rent or mortgage payments ○ Utility bills (gas, electricity, water) ○ Council tax ○ Food and groceries ○ Transport (bus fares, car expenses) ○ Insurance (home, car, health) ○ Clothing and personal care ○ Subscriptions (e.g., Netflix, gym) ○ Mobile phone bills ○ Leisure activities or holidays • Exploring how personal financial situations can change due to: <ul style="list-style-type: none"> ○ Employment changes: job loss, promotion, part-time work ○ Life events: having a child, moving house, illness, retirement ○ Changes in government policy: benefit adjustments, tax changes ○ Unexpected events: car breakdown, emergency repairs ○ Cost of living changes: inflation, rising utility or food costs • How to adjust budgets when income drops or costs rise (e.g., reducing non-essential spending, seeking financial advice).
2. Know how to create and use a personal budget.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners to accurately record and organise personal income and expenditure using appropriate methods, with an emphasis on clarity and structure. • Recording Weekly and Monthly Income and Expenditure <ul style="list-style-type: none"> ○ Definition and purpose of a personal budget ○ Difference between weekly and monthly income/expenditure • Understanding how to: <ul style="list-style-type: none"> ○ Add up all sources of income ○ Identify and categorise expenditure ○ Calculate surplus or deficit • Using budgeting tools or templates, such as: <ul style="list-style-type: none"> ○ Tables (paper or digital) ○ Budget sheets ○ Spreadsheets (e.g., Excel, Google Sheets) ○ Budgeting apps (optional introduction for digital literacy)

	<ul style="list-style-type: none"> • Format requirements: <ul style="list-style-type: none"> ○ Clear headings (e.g., income, expenditure, totals) ○ Itemised entries (e.g., weekly bus fare, monthly rent) ○ Accurate calculations
<p>3. Be aware of the potential problems of coping on a limited budget and the impact of credit on personal finances.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identifying potential problems of living on a restricted budget due to changes in your circumstances. • Helping learners understand the challenges of managing finances on a limited income and developing awareness of the risks and benefits associated with different payment methods and types of credit. • Restricted/limited budget (e.g., low income, high essential costs) • Common problems faced: <ul style="list-style-type: none"> ○ Struggling to pay bills or rent ○ Limited access to healthy food or transport ○ Inability to save for emergencies ○ Increased stress or anxiety ○ Difficulty affording social or leisure activities ○ Risk of falling into debt ○ Impact on quality of life and decision-making • Advantages and Disadvantages of Using Credit, Debit, Store Cards and Other Forms of Credit <ul style="list-style-type: none"> ○ Methods of payment/credit to compare: <ul style="list-style-type: none"> ▪ Debit cards ▪ Credit cards ▪ Store cards ▪ Buy Now, Pay Later (BNPL) services ▪ Overdrafts ▪ Loans (personal, payday, etc.) ○ Advantages may include: <ul style="list-style-type: none"> ▪ Convenience and security ▪ Ability to manage cash flow (credit) ▪ Emergency access to funds ▪ Rewards or cashback on some cards ○ Disadvantages may include: <ul style="list-style-type: none"> ▪ Interest charges and fees ▪ Risk of overspending or debt ▪ Impact on credit rating ▪ Temptation to buy non-essential items ▪ High interest rates on store cards or payday loan
<p>4. Be aware of different financial services that banks and building societies offer.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Help to produce a Booklet highlighting the differences between, and use of: Current accounts, Savings accounts (short terms/long terms/ ISA etc.), Mortgage loans (different types), Other types of loans (hire purchase, credit union, bank loans, student loans etc.) • Developing learners' understanding of the key financial services provided by banks and building societies and how each service supports different financial needs. • Differences and Uses of: <ul style="list-style-type: none"> ○ Current Accounts <ul style="list-style-type: none"> ▪ Use: Day-to-day money management (e.g. paying bills, receiving wages) ▪ Features: Debit card, online/mobile banking, direct debits, overdrafts ▪ Differences: Usually low/no interest, instant access, designed for regular transactions

	<ul style="list-style-type: none"> ○ Savings Accounts <ul style="list-style-type: none"> ▪ Use: Saving money over time with interest ▪ Features: Higher interest rates than current accounts, limited access depending on type (e.g. notice periods) ▪ Differences: Encourages saving, not intended for daily spending ○ Mortgage Loans <ul style="list-style-type: none"> ▪ Use: Long-term borrowing to buy property ▪ Features: Large loan, secured against the property, paid back over 10–35 years, interest added ▪ Differences: Requires credit check and deposit; risk of repossession if not repaid ○ Other Types of Loans <ul style="list-style-type: none"> ▪ Personal Loans: Borrow a fixed amount for large purchases (e.g. car, furniture) ▪ Student Loans: Help with education costs (government-backed) ▪ Payday Loans: Short-term loans with high interest (to be approached with caution) ▪ Overdrafts & Credit Cards: Often offered by banks as flexible short-term credit
<p>5. Understand the importance of saving.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Income and Expenditure <ul style="list-style-type: none"> ○ Common sources of income i.e. salary, benefits, pension ○ Typical household and personal expenses ○ Difference between essential and non-essential spending • Budgeting <ul style="list-style-type: none"> ○ Purpose and benefits of budgeting ○ Information needed to create a simple personal budget ○ Monitoring and adjusting a budget when circumstances change • Saving <ul style="list-style-type: none"> ○ Reasons for saving money ○ Short-term and long-term saving goals ○ ways to save regularly and reduce unnecessary spending • Credit and Financial Services <ul style="list-style-type: none"> ○ Common types of credit and borrowing ○ Basic financial terms (interest, repayments, debt) ○ Advantages and risks of using credit ○ Sources of financial advice and support • Responsible Financial Decision-Making <ul style="list-style-type: none"> ○ Importance of making informed money decisions ○ Consequences of poor money management ○ Developing positive financial habits and confidence

10.15 Problem Solving in the Workplace

Title	Problem Solving in the Workplace	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE466	
Unit Reference No	T/617/5486	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to effectively solve problems in the workplace.		
Learning Outcomes	Assessment Criteria	
1. Understand the types of problems that may occur in a workplace.	1.1. Describe three different common problems which may be encountered in the workplace and their causes. 1.2. Describe factors which might influence or limit solutions to a problem.	
2. Understand sources of advice and support to inform workplace problem solving.	2.1. Identify and describe sources of advice and support to inform problem solving.	
3. Understand the role of communication and teamwork in problem solving.	3.1. Describe why communication is important when problem solving in the workplace. 3.2. Identify who to involve when dealing with workplace problems. 3.3. Describe how teamwork can help achieve effective solutions.	
4. Understand the process of problem solving in the workplace.	4.1. Select and justify a potential solution to a given workplace problem. 4.2. Outline the process for implementing the solution identified in AC 4.1. 4.3. Explain the importance of choosing appropriate solutions to workplace problems.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit title: Problem Solving in the Workplace
1. Understand the types of problems that may occur in a workplace.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners recognise common workplace problems, understand their root causes, and consider the factors that can affect how these problems are resolved. • Examples of common workplace problems: <ul style="list-style-type: none"> ○ Poor Communication <ul style="list-style-type: none"> ▪ Causes: unclear instructions, lack of regular meetings, assumptions, language barriers ○ Conflict Between Colleagues <ul style="list-style-type: none"> ▪ Causes: personality clashes, workload distribution, miscommunication, different work styles ○ Low Staff Morale <ul style="list-style-type: none"> ▪ Causes: lack of recognition, poor working conditions, job insecurity, poor leadership ○ Missed Deadlines <ul style="list-style-type: none"> ▪ Causes: unrealistic targets, lack of planning, staff absence, equipment failure ○ Health and Safety Issues <ul style="list-style-type: none"> ▪ Causes: lack of training, poor maintenance, ignoring procedures • Factors that may influence or limit problem-solving: <ul style="list-style-type: none"> ○ Time constraints – urgent deadlines may reduce scope for a full solution ○ Budget and resources – limited staff, tools or money may restrict options ○ Policies and procedures – organisational rules or legal requirements must be followed ○ Workplace culture – openness to feedback and change varies ○ Management support – level of involvement and leadership commitment ○ Staff skills and training – employees may not have the knowledge to solve problems effectively ○ External factors – e.g. supply chain issues, customer behaviour, regulations
2. Understand potential sources of advice and support to inform workplace problem solving.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Support for learners to identify where and how they can seek help when tackling workplace problems, and the types of support each source can provide in order to produce a Booklet • Potential Sources of Advice and Support <ul style="list-style-type: none"> ○ Internal Sources (within the workplace): <ul style="list-style-type: none"> ▪ Line manager or supervisor – guidance, decision-making support, escalation of issues ▪ HR department – policies, procedures, support with conflict or wellbeing ▪ Colleagues/peers – informal advice, sharing experience or knowledge ▪ Team leader – practical solutions, task-specific advice ▪ Mentor or workplace buddy – longer-term support, development advice

	<ul style="list-style-type: none"> ○ External Sources (outside the organisation): <ul style="list-style-type: none"> ▪ Trade unions or staff representatives – advice on rights, mediation, grievances ▪ Occupational health services – support with stress, mental health, or health-related adjustments ▪ ACAS (Advisory, Conciliation and Arbitration Service) – guidance on employment rights and workplace disputes ▪ Citizens Advice Bureau – legal and financial advice ▪ Professional bodies – industry-specific codes of conduct, best practice ▪ Coaching or external training providers – help with developing skills to manage issues
<p>3. Understand the role of communication and teamwork in problem solving.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting discussion to select a problem that may arise in the workplace highlighting the importance of communication when solving workplace problems. • Assisting learners to critically assess different options for solving workplace problems and who to involve in the process. • Example problems: <ul style="list-style-type: none"> ○ A team consistently missing deadlines ○ High staff absence or turnover ○ Poor customer feedback ○ Communication breakdowns • Potential Solutions to a Given Problem <ul style="list-style-type: none"> ○ Introduce a structured problem-solving model, such as: ○ IDEAL (Identify, Define, Explore, Act, Look back) ○ PDCA (Plan, Do, Check, Act) ○ 5 Whys or Fishbone diagram for root cause analysis • Evaluation criteria: <ul style="list-style-type: none"> ○ Feasibility (can it be done with current time/resources?) ○ Cost-effectiveness ○ Time required ○ Impact on staff or workflow ○ Risks or downsides ○ Alignment with policies and goals • Implementing a solution: action steps, communication, monitoring • Assessing impact: <ul style="list-style-type: none"> ○ Did the solution resolve the issue? ○ What improved? What didn't? ○ What feedback was received? ○ What could be done differently?
<p>4. Understand the process of problem solving in the workplace.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Discuss different workplace problems that may occur and the impact for colleagues / organisation and customers • The stages of the problem-solving process, including: <ul style="list-style-type: none"> ○ Identifying the problem ○ Understanding causes ○ Considering possible solutions ○ Choosing and applying an appropriate solution

- The importance of gathering information before taking action
 - Assessing risks and consequences of different solutions
 - Following workplace procedures and knowing when to escalate problems
 - Reviewing outcomes to confirm whether the problem has been resolved
 - Learning from problem-solving experiences to improve future practice

10.16 Teamwork Skills

Title	Teamwork Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE467	
Unit Reference No	F/617/5488	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand effective teamwork skills and be able to work towards a team goal.		
Learning Outcomes		Assessment Criteria
1. Understand the need for a team to agree a contract for working together.	1.1. Agree a group contract which identifies acceptable standards of behaviour. 1.2. Summarise the importance for all team members to adhere to the contract.	
2. Understand how roles and responsibilities can be allocated within a team.	2.1. Negotiate team objectives and plan activities in relation to a specific task. 2.2. Discuss own and others' skills and strengths and allocate tasks accordingly.	
3. Be able to work within a team towards a specific goal.	3.1. Carry out own role and responsibilities to the agreed standard, timeframe and within the group contract. 3.2. Provide and respond to any advice and/or criticism constructively.	
4. Be able to assess the effectiveness of a team.	4.1. Reflect on own and other team members' contribution to the task. 4.2. Provide and receive appropriate feedback, identifying possible areas for improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit title: Teamwork Skills
1. Understand the need for a team to agree a contract for working together.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the value of setting shared expectations within a team and supporting group work to collaboratively create and agree a group contract that promotes positive and effective working relationships. • Group Contract - Key concepts: <ul style="list-style-type: none"> ○ A written agreement between team members outlining behaviours, responsibilities, and expectations during group work. • Why a contract is needed: <ul style="list-style-type: none"> ○ Prevents misunderstandings ○ Promotes accountability ○ Sets clear expectations • What to include in the contract: <ul style="list-style-type: none"> ○ Respectful communication ○ Attendance and punctuality ○ Equal contribution ○ Conflict resolution ○ Meeting deadlines ○ Listening to others' views ○ Confidentiality (if applicable) • The Importance of Adhering to the Contract <ul style="list-style-type: none"> ○ Builds trust and cooperation ○ Maintains focus and productivity ○ Reduces conflict and misunderstandings ○ Encourages fairness and inclusion ○ Provides a reference point for managing issues
2. Understand how roles and responsibilities can be allocated within a team.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Assisting learners to effectively plan team activities by understanding team goals and assigning roles based on individual strengths. • Team Objectives and Plan Activities for a Specific Task <ul style="list-style-type: none"> ○ Team objectives: clear, measurable goals related to a group task or project ○ Planning activities: breaking down the task into steps, deciding who does what, when, and how • Identify a shared team goal <ul style="list-style-type: none"> ○ Importance of group discussion and agreement in negotiating objectives ○ How to break down a task into stages or activities ○ Importance of timeframes, dependencies, and responsibilities ○ Simple tools for planning: <ul style="list-style-type: none"> ○ Task lists ○ Timelines or Gantt charts ○ Responsibility charts (e.g. RACI) • Identify Skills and Allocate Tasks Accordingly <ul style="list-style-type: none"> ○ Recognising individual strengths and limitations ○ Allocating tasks to best match skills (e.g., communication, IT, creativity, organisation) ○ Promoting fairness, confidence, and accountability • Identify own and others' skills

	<ul style="list-style-type: none"> ○ The benefit of using people’s strengths to enhance team performance ○ Importance of being flexible and supporting others
<p>3. Be able to work within a team towards a specific goal.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • To support learners in developing the ability to effectively carry out assigned team roles, meet deadlines, and engage in constructive communication to contribute positively to a shared team goal. • Own Role and Responsibilities <ul style="list-style-type: none"> ○ Meeting agreed standards and deadlines ○ Following the team plan and group contract ○ Maintaining reliability and accountability within a team ○ Time management and task prioritisation ○ Professional behaviour and working independently ○ Accountability and progress tracking within the team ○ Respecting the terms of the group contract (e.g. attendance, communication, contributions) • Responding to Advice and/or Criticism Constructively <ul style="list-style-type: none"> ○ Constructive feedback = specific, respectful, and solution-focused ○ Receiving feedback = active listening, non-defensive, reflective ○ Encouraging a growth mindset within a team
<p>4. Be able to assess the effectiveness of a team.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • To enable learners to evaluate team performance by reflecting on their own and others’ contributions, and to use feedback constructively to support continuous improvement. • Reflect on Own and Other Team Members’ Contribution to the Task <ul style="list-style-type: none"> ○ The value of self-reflection and peer reflection in team effectiveness ○ Understanding the impact of individual roles on team outcomes ○ Recognising strengths and areas for development ○ How to reflect meaningfully: looking at effort, communication, problem-solving, reliability, etc. ○ Criteria for evaluating contribution (e.g. participation, meeting deadlines, initiative) ○ The importance of honesty and respect in reflections • Provide and Receive Appropriate Feedback, Identifying Areas for Improvement <ul style="list-style-type: none"> ○ Constructive, respectful feedback for personal and team growth ○ Open-mindedness in receiving feedback ○ Turning feedback into actionable improvements ○ Feedback best practice (e.g. use of specific examples, timing, tone) ○ Common feedback frameworks (e.g. SBI: Situation, Behaviour, Impact; Feedback Sandwich) • How to reflect on feedback to identify development actions <ul style="list-style-type: none"> ○ Peer review: learners give each other feedback using a set structure ○ Action planning: based on feedback, learners identify 2–3 personal or team improvements

10.17 Workplace Motivation and Behaviour

Title	Workplace Motivation and Behaviour	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE468	
Unit Reference No	J/617/5489	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand workplace motivation and the importance of punctuality, reliability and time management.		
Learning Outcomes	Assessment Criteria	
1. Understand workplace motivation.	1.1. Describe the importance of workplace motivation. 1.2. Describe three different things that motivate people in the workplace. 1.3. Explain the impact of a lack of motivation in the workplace.	
2. Understand the importance of punctuality, reliability and time management in the workplace.	2.1. Describe why punctuality, reliability and time management are important in the workplace and possible strategies for maintaining or improving them.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Workplace Motivation and Behaviour
1. Understand workplace motivation.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Developing learners’ understanding of why motivation is important in the workplace, what motivates employees, and the negative effects of poor motivation on individuals and organisations. • Helping learners prepare for PowerPoint Presentation on ‘Workplace Motivation & Behaviour’. • The Importance of Workplace Motivation <ul style="list-style-type: none"> ○ Motivation as a driver of productivity, engagement, and job satisfaction ○ Link between motivation and staff retention, morale, and quality of work • The role of motivation in achieving business goals • How motivated staff contribute to teamwork and innovation • Motivation and employee well-being • Things that Motivate People in the Workplace the least <ul style="list-style-type: none"> ○ Different people are motivated by different factors (intrinsic and extrinsic) ○ Examples of motivators: <ul style="list-style-type: none"> ▪ Pay and benefits ▪ Recognition and praise ▪ Opportunities for development ▪ Supportive leadership ▪ A positive working environment ▪ Sense of purpose or job satisfaction • Impact of a Lack of Motivation in the Workplace • Consequences for individuals (stress, disengagement) • Consequences for organisations (poor performance, absenteeism, high turnover) • Signs of low motivation (lateness, low output, complaints, disinterest) • Business costs of unmotivated teams • How poor motivation affects team morale and culture
2. Understand the importance of punctuality, reliability and time management in the workplace.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the significance of punctuality, reliability, and time management in a workplace setting and explore practical strategies to develop and maintain these essential behaviours. To assist in the presentation on why punctuality, reliability and time management are important in the workplace and strategies to maintain and improve punctuality, reliability and time management in the workplace • Punctuality: Being on time for work, meetings, and deadlines • Reliability: Being dependable and consistently meeting responsibilities • Time management: Organising time effectively to meet goals and complete tasks efficiently • Importance in the Workplace: <ul style="list-style-type: none"> ○ Builds trust with colleagues, managers, and customers ○ Improves team performance and workflow ○ Prevents delays, missed deadlines, and operational disruptions ○ Reflects professionalism and respect for others’ time

	<ul style="list-style-type: none">○ Contributes to a positive reputation and potential for career progression• Possible Strategies for Maintaining/Improving:<ul style="list-style-type: none">○ Using calendars, planners, apps or task lists○ Setting reminders and prioritising tasks (e.g. urgent vs. important)○ Preparing for work the night before (e.g. clothing, travel, materials)○ Building buffer time for travel or unexpected delays○ Reflecting on patterns of lateness or disorganisation and addressing causes○ Communicating early if running late or unable to meet a deadline
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10.18 Mental Health, Well-being and Building Resilience

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

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

Learning Outcome	Unit title: Mental Health, Well-being and Building Resilience
<p>1. Understand what is meant by good mental health, well-being and resilience and influencing factors.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Providing learners with an understanding of the key concepts of mental health, well-being and resilience, and explore the internal and external factors that can influence them. • Definition of mental health, well-being and resilience and meanings of key terms related to each. • Definitions with examples of different mental illness and conditions • Types of stigmas around mental illness • Importance of mental health and well-being and associated signs of issues • Factors which include negative and positive impact and can influence good/poor mental health, well-being and resilience such as sleep, physical activity, social media, relationships, body image, drugs, alcohol • Signs and behaviours of good mental health, well-being and resilience
<p>2. Understand the link between emotions and well-being.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners recognise the importance of emotional awareness, understand how emotions affect overall well-being, and explore strategies to manage emotions and build resilience. • The impact emotions have on well-being and physical and social health. • Types of emotions may include: <ul style="list-style-type: none"> ○ anger ○ anxiety ○ content ○ disgust ○ fear ○ gratitude ○ guilt ○ happiness ○ jealousy ○ joy ○ pleasure ○ relief ○ sadness ○ surprise • Causes of positive and negative emotions • Factors which impact on emotions including environmental factors, relationships, physical health, self-awareness, and stress • How good/poor well-being can influence emotional health • Strategies to manage emotions and promote well-being • Definition of emotional resilience and how it may be developed
<p>3. Understand the link between positive communication and good mental health, well-being and resilience.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand how positive communication influences mental health, well-being and the development of emotional resilience in both personal and professional contexts.

	<ul style="list-style-type: none"> • Importance of communication in supporting good mental health, wellbeing and resilience including positive social connections as an indicator of well-being. • Examples may include: <ul style="list-style-type: none"> ○ Impact of good/poor communication on individuals suffering from mental health concerns ○ How good communication can assist in promoting positive impacts for individuals suffering from mental health concerns ○ How it can help build resilience ○ Communication techniques to boost confidence and promote positive self-image
<p>4. Understand how to improve well-being and resilience.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Assisting learners to understand practical strategies for enhancing well-being and resilience, and to apply the "5 Ways to Well-being" framework alongside useful tools and techniques. • Definition of resilience with examples including positives common barriers • Techniques to support and improve well-being and resilience • Five pillars of resilience – emotional well-being, inner drive, future focus, relationships and physical health. How to improve physical or mental well-being and how this may improve resilience • Techniques and tools to build personal resilience and improve self-awareness • Techniques that learners may explore but not be limited to: <ul style="list-style-type: none"> ○ student support services ○ external support agencies ○ exercise and physical health ○ healthy eating ○ digital awareness and staying safe online ○ mindfulness ○ mental health first aid • Five ways to improve well-being and resilience: <ul style="list-style-type: none"> ○ connect ○ keep learning ○ be active ○ take notice ○ give to others
<p>5. Be aware of mental health and well-being sources of advice and support.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners to identify trusted sources of support and advice for mental health and well-being within their local community and understand when and how to access them. • Local agencies that support individuals experiencing mental health and well-being issues, including information on each agency/support group and what support they provide • Appropriate and relevant sources of local advice, support and guidance in mental health and well-being development and promotion

10.19 Oral Presentation Skills

Title	Oral Presentation Skills	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE470	
Unit Reference No	F/617/5491	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to plan, deliver and evaluate an oral presentation.		
Learning Outcomes	Assessment Criteria	
1. Be able to source information in order to plan and develop a workplace presentation.	1.1. Collect, collate and plan how to present work-related data from a range of work-related sources, using the most appropriate medium for the audience. 1.2. Use the information collected in AC1.1 to develop a workplace presentation.	
2. Be able to deliver a structured presentation to an audience.	2.1. Deliver the workplace presentation developed in AC 1.2 ensuring it is: <ul style="list-style-type: none"> a) clearly introduced b) logically presented c) explains key concepts d) supported with evidence e) concluded in an appropriate manner 2.2. Demonstrate effective communication with the audience including: <ul style="list-style-type: none"> a) speaking audibly using appropriate tone and register b) using appropriate pace c) using support materials and audio-visual aids when necessary d) listening and responding to questions 	
3. Know how to evaluate the presentation.	3.1. Evaluate the presentation identifying possible areas for improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Learning Outcome	Unit title: Oral Presentation Skills
1. Be able to source information in order to plan and develop a workplace presentation.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Support to equip learners with skills to find appropriate information and organise it effectively when planning a presentation. • Types of sources: <ul style="list-style-type: none"> ○ Primary sources: Interviews, surveys, direct observations ○ Secondary sources: Books, articles, reports, websites, videos • Evaluating reliability and relevance of sources <ul style="list-style-type: none"> ○ Using libraries, internet search engines, academic databases ○ Importance of referencing and acknowledging sources • Preparing a presentation plan: <ul style="list-style-type: none"> ○ Purpose and audience identification ○ Defining key messages or objectives ○ Structuring the presentation: introduction, main points, conclusion ○ Planning visual aids and materials ○ Timing and sequencing content ○ Anticipating questions and preparation ○ Methods of delivery (e.g., verbal, multimedia, handouts)
2. Be able to deliver a structured presentation to an audience.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Assisting learners to confidently and effectively deliver structured presentations using verbal and non-verbal communication, appropriate resources, and audience engagement techniques. • Components of a structured presentation: <ul style="list-style-type: none"> ○ Clear introduction: topic, purpose, overview ○ Logical sequence: well-ordered points and transitions ○ Explanation of key ideas or concepts ○ Use of supporting evidence: data, quotes, examples ○ Effective conclusion: summary, impact, call to action if applicable ○ Time management during presentations • Communication and Audience Interaction <ul style="list-style-type: none"> ○ Vocal delivery: <ul style="list-style-type: none"> ▪ Speaking clearly and audibly ▪ Using tone and register appropriate to the audience (formal/informal) ▪ Controlling pace to ensure clarity and engagement ○ Use of materials: <ul style="list-style-type: none"> ▪ Visual aids (slides, props, charts) and how to integrate them effectively ▪ Avoiding over-dependence on visual materials ○ Interaction: <ul style="list-style-type: none"> ▪ Encouraging and responding to audience questions ▪ Demonstrating active listening and giving thoughtful responses ▪ Managing nerves and maintaining audience rapport

<p>3. Know how to evaluate the presentation.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Support to enable learners to reflect critically on their own presentation performance, identify strengths and weaknesses, and suggest improvements for future delivery. • Key Elements of Evaluation: <ul style="list-style-type: none"> ○ Self-assessment techniques: ○ Use of evaluation forms/checklists ○ Reviewing feedback from peers, tutors, and audience ○ Watching recorded presentations (if available) • Evaluating structure: <ul style="list-style-type: none"> ○ Was the presentation logically organised? ○ Was the introduction clear and the conclusion effective? ○ Evaluating content: <ul style="list-style-type: none"> ○ Was the information accurate and relevant? ○ Were key concepts clearly explained and supported? • Evaluating delivery: <ul style="list-style-type: none"> ○ Was the speech clear, at the right pace and volume? ○ Was the tone suitable for the audience and topic? ○ Were non-verbal cues (posture, eye contact, gestures) appropriate? • Evaluating interaction: <ul style="list-style-type: none"> ○ Did the presenter handle questions confidently? ○ Was the presenter engaged with the audience? • Planning Improvement: <ul style="list-style-type: none"> ○ Identifying what went well ○ Identifying what could be improved (e.g., content depth, time management, visual aids, confidence) ○ Setting personal goals for future presentations
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10.20 Workplace Discrimination

Title	Workplace Discrimination	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE471	
Unit Reference No	J/617/5492	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how stereotyping may lead to discrimination and its impact within the workplace.		
Learning Outcomes		Assessment Criteria
1. Know how stereotyping may lead to discrimination.	1.1. Describe using examples how stereotyping may lead to discrimination.	
2. Understand the impact of discrimination within the workplace.	2.1. Describe how discrimination may adversely impact on workplace relationships. 2.2. Describe how discrimination may manifest itself within workplaces and possible strategies to overcome it.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Workplace Discrimination
<p>1. Know how stereotyping may lead to discrimination.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners to understand what stereotyping is, how it forms, and how it can lead to discriminatory behaviour in everyday situations, particularly in the workplace. • Assisting learners in preparing a leaflet on how stereotyping in the workplace may lead to discrimination. <ul style="list-style-type: none"> ○ Stereotyping involves making generalised assumptions about individuals based on characteristics such as gender, age, race, religion, disability, or appearance. These assumptions are often inaccurate and unfair, and they can form the basis for discriminatory behaviour. <ul style="list-style-type: none"> ▪ Example 1: A manager assumes that an older employee will not be able to learn new technology as quickly as younger staff. As a result, the older employee is not offered training opportunities. This is ageist stereotyping that can lead to indirect age discrimination. ▪ Example 2: An employer believes that women are more likely to leave the workplace to raise children. Based on this stereotype, the employer prefers to promote male staff. This leads to gender discrimination. ○ Stereotyping reduces individuals to fixed ideas and denies them equal opportunities, which can violate equality legislation and workplace policies.
<p>2. Understand the impact of discrimination within the workplace.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the negative effects of discrimination on workplace dynamics and relationships, how discrimination can be identified, and strategies to prevent it. <ul style="list-style-type: none"> ○ Assisting learners in preparing a leaflet on how stereotyping in the workplace may lead to discrimination. ○ Discrimination can seriously damage workplace relationships by creating an environment of mistrust, resentment, and low morale. ○ Colleague relationships may suffer as individuals feel excluded, undervalued, or unfairly treated. ○ Teamwork and collaboration can be hindered when certain employees feel alienated or less supported. ○ Discrimination may lead to conflict or grievances being raised, creating tension and lowering productivity. ○ Employees who experience or witness discrimination may lose respect for leadership or become disengaged, leading to higher staff turnover. ○ Discrimination breaks down the mutual respect and equality essential for healthy workplace dynamics. • Discrimination in the workplace can take many forms, including: <ul style="list-style-type: none"> ○ Recruitment bias: Favours certain candidates based on personal characteristics rather than qualifications. ○ Unequal pay: Paying different wages for the same work based on gender, race, or other protected characteristics.

	<ul style="list-style-type: none">○ Lack of promotion opportunities: Overlooking qualified individuals due to stereotypes or prejudice.○ Harassment: Jokes, comments, or actions that are offensive or hostile towards someone's identity.○ Exclusion: Not inviting someone to meetings, social events, or decision-making processes.○ Disciplinary actions: Being unfairly targeted for disciplinary procedures due to personal bias.• To avoid discrimination, employers and employees should:<ul style="list-style-type: none">○ Implement and follow clear equality, diversity and inclusion policies.○ Provide training on unconscious bias, inclusive behaviour, and legal responsibilities.○ Use fair and transparent recruitment, promotion, and disciplinary procedures.○ Encourage open communication and provide safe spaces for individuals to report discrimination.○ Regularly review workplace practices to ensure compliance with equality laws (e.g., Equality Act 2010 in the UK).○ Lead by example: Managers should model respectful, inclusive behaviours.○ Celebrate diversity by recognising different cultures, traditions, and identities in workplace events and communications.
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10.21 Improving Own Performance

Title	Improving Own Performance	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE472	
Unit Reference No	L/617/5493	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to assess and improve own performance.		
Learning Outcomes	Assessment Criteria	
1. Be able to assess own performance.	1.1. Evaluate own work performance identifying areas for improvement.	
2. Be able to create and implement an action plan to improve own performance.	2.1. Produce a plan to improve performance in two areas of own work to include: <ul style="list-style-type: none"> a) short-term targets and actions b) long-term targets and actions c) workplace demands and obstacles d) management of time and other resources e) feedback 2.2. Review and revise the plan suggesting alternative ways to achieve targets where necessary.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Improving Own Performance
<p>4. Be able to assess own performance.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Assisting learners to reflect on their own performance at work or during tasks, recognising their strengths, and identifying specific areas where improvement is needed. • Areas to consider: <ul style="list-style-type: none"> ○ Quality of work: Accuracy, presentation, meeting targets/deadlines. ○ Efficiency: Time management, prioritisation, productivity. ○ Skills application: Use of technical, soft or communication skills. ○ Workplace behaviours: Teamwork, reliability, initiative, punctuality. ○ Meeting expectations: Feedback from supervisors or peers, alignment with job role or learning outcomes. • Tools and Methods for Self-Assessment <ul style="list-style-type: none"> ○ SWOT Analysis: Identify personal strengths, weaknesses, opportunities, and threats. ○ Reflective journals/logs: Daily or weekly notes about achievements and challenges. ○ Checklists or performance review forms ○ Feedback review: Analyse formal and informal feedback from others. ○ Peer comparison: Carefully and constructively compare your performance with peers where appropriate. • Identifying Areas for Improvement <ul style="list-style-type: none"> ○ Review tasks or responsibilities where: ○ Errors or delays occurred. ○ You felt underprepared or lacked confidence. ○ Feedback suggested a need for development. ○ You didn't meet expectations or goals.
<p>5. Be able to create and implement an action plan to improve own performance.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners to identify areas for improvement and create a structured, realistic, and flexible action plan. Learners will also develop the ability to review and adapt their plan in response to progress and changing circumstances. • Identifying Areas for Improvement <ul style="list-style-type: none"> ○ Based on self-assessment or feedback ○ Examples: communication, technical skills, time management, problem-solving • Short-term Targets and Actions <ul style="list-style-type: none"> ○ Achievable within days or weeks ○ Example: "Attend a communication workshop by next Friday" • Long-term Targets and Actions <ul style="list-style-type: none"> ○ Over months or longer ○ Example: "Gain a Level 2 qualification within six months" • Workplace Demands and Obstacles <ul style="list-style-type: none"> ○ Consider workload, shift patterns, deadlines ○ Identify common obstacles (e.g., lack of support, competing priorities) • Time and Resource Management <ul style="list-style-type: none"> ○ Using planners or digital tools ○ Setting realistic timeframes

	<ul style="list-style-type: none">○ Allocating budget or support resources if needed● Using Feedback<ul style="list-style-type: none">○ Integrating feedback from peers, supervisors, or self-review○ Planning actions to respond to both positive and negative feedback● Reviewing and Revising the Plan<ul style="list-style-type: none">○ Why Plans Need Revising<ul style="list-style-type: none">▪ Circumstances change▪ Some targets might be unrealistic or too easy▪ New opportunities or obstacles arise▪ How to Revise Effectively▪ Monitor progress regularly (e.g., weekly review)▪ Use a reflective approach ("What's working? What's not?")▪ Adjust timelines, swap actions, or set new targets▪ Consider new feedback or developments in the role
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10.22 Personal Presentation in the Workplace

Title	Personal Presentation in the Workplace	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE473	
Unit Reference No	R/617/5494	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of appropriate standards for personal presentation in the workplace and understand the value of first impressions.		
Learning Outcomes	Assessment Criteria	
1. Be aware of appropriate workplace personal presentation.	1.1. Identify and describe appropriate personal presentation for four different workplaces including alignment with organisational image and health and safety considerations.	
2. Understand the value of first impressions.	2.1. Explain why it is important to make a good first impression. 2.2. Describe ways of creating a positive impression when meeting, speaking and communicating with people for the first time.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Personal Presentation in the Workplace
1. Be aware of appropriate workplace personal presentation.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand what is considered appropriate personal presentation in a variety of workplaces and how it supports professionalism, safety, and the organisation’s public image. • Supporting learners to produce a Leaflet or Booklet for organisations based on personal presentation. • Personal Presentation covers: <ul style="list-style-type: none"> ○ Personal hygiene (cleanliness, grooming) ○ Clothing (type, condition, appropriateness) ○ Accessories and footwear ○ Body language, posture ○ Use of cosmetics and fragrances ○ Tattoos and piercings (where applicable) • Workplace Examples with Presentation Expectations <ul style="list-style-type: none"> ○ Office (Corporate) <ul style="list-style-type: none"> ▪ Smart or business casual dress, neat hair, minimal jewellery. ▪ Reflects professionalism and trust. ▪ Avoid trip hazards (e.g., long heels, dragging clothing). ○ Construction Site <ul style="list-style-type: none"> ▪ High-visibility clothing, safety boots, hard hat, no loose items. ▪ Projects a safety-first and skilled workforce image. ▪ PPE mandatory to protect from injury. ○ Hospital/Healthcare <ul style="list-style-type: none"> ▪ Clean uniform or scrubs, closed shoes, short nails, minimal jewellery, no strong scents. ▪ Reflects hygiene, care, and responsibility. ▪ Prevents infection, contamination, and injury to self or others. ○ Retail/Customer Service <ul style="list-style-type: none"> ▪ Branded uniform or neat clothing, name badge, tidy appearance, friendly posture ▪ Projects approachability and brand consistency. ▪ Comfortable shoes to avoid injury or fatigue during long hours. • Aligning With Organisational Image <ul style="list-style-type: none"> ○ Understand branding (colours, uniforms, tone) ○ Customer perceptions based on staff appearance ○ Company policies on dress and grooming • Health and Safety Considerations <ul style="list-style-type: none"> ○ Specific PPE requirements ○ Avoiding hazards (jewellery, long hair, open shoes) ○ Industry regulations (e.g. COSHH, hygiene standards)
2. Understand the value of first impressions.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the significance of first impressions in personal and professional contexts and equip them with the skills to create a positive impression in various communication settings. • Importance of Good First Impressions

	<ul style="list-style-type: none"> ○ The psychological basis of first impressions. ○ How long it takes to form a first impression. ○ The impact of first impressions on future relationships and opportunities. ○ Relevance to workplace settings (interviews, meetings, customers, etc.). ○ Connection to personal and organisational reputation. ● Creating a Positive Impression <ul style="list-style-type: none"> ○ Personal appearance: Dress code, hygiene, grooming aligned with workplace expectations. ○ Verbal communication: Tone, clarity, language choice, active listening. ○ Non-verbal communication: Body language, eye contact, facial expressions, posture. ○ Professional etiquette: Being punctual, polite, and prepared. ○ Written communication basics: Professional tone, correct grammar, appropriate formats. ● Definition and importance of first impressions in professional and social settings. ● Common factors that influence first impressions, e.g. appearance, body language, tone of voice. ● The role of non-verbal cues such as eye contact, facial expressions, and posture. ● The importance of verbal communication: polite language, clear speech, active listening. ● Dos and don'ts when meeting someone for the first time. ● Examples of positive and negative first impressions.
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10.23 Planning and Promoting Self Development

Title	Planning and Promoting Self Development	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE474	
Unit Reference No	Y/617/5495	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to plan and promote self-development.		
Learning Outcomes	Assessment Criteria	
1. Recognise the significance of own achievements and the impact on personal development.	1.1. Describe two different personal achievements and how they have impacted on own development.	
2. Recognise own strengths and areas for further development.	2.1. Assess two strengths and two areas for further development in relation to own progression or career choice.	
3. Understand how a person's learning style influences future choices.	3.1. Evaluate the characteristics of own learning style and its influence on future choices.	
4. Be able to set personal goals and objectives.	4.1. Identify and set personal goals and objectives, taking into consideration skills, qualities, abilities and available opportunities. 4.2. Describe why goals are relevant to own current situation and opportunities.	
5. Be able to develop an action plan to achieve personal goals.	5.1. Produce an action plan which includes SMART (Specific, Measurable, Achievable, Realistic, Timed) objectives.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Planning and Promoting Self Development
<p>1. Recognise the significance of own achievements and the impact on personal development.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners reflect on their personal achievements and understand how these experiences have contributed to their confidence, skills, and motivation for further growth. • Help with preparation for creating a Personal Career Logbook, <ul style="list-style-type: none"> ○ Definition of personal achievements: Understanding what counts as an achievement (academic, professional, personal, voluntary, etc.). ○ Examples of personal achievements: Discussion of different types and significance. ○ Reflection on achievements: How to describe and articulate achievements clearly. ○ Impact on personal development: Exploring ways achievements influence confidence, skills, motivation, and self-awareness. ○ Linking achievements to future goals: How recognising achievements supports ongoing personal and career development.
<p>2. Recognise own strengths and areas for further development.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners in identifying their personal strengths relevant to their career or progression goals. • Guiding learners to complete honest self-assessment to recognise areas where further development is needed and helping learners understand how self-awareness can guide their career planning and personal growth. <ul style="list-style-type: none"> ○ Definition of strengths and areas for development: Understanding personal attributes, skills, and knowledge. ○ Methods for self-assessment: Reflection techniques, feedback from others, SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). ○ Examples of strengths: Communication, problem-solving, teamwork, technical skills, time management. ○ Examples of development areas: Lack of experience, gaps in knowledge, confidence issues, specific skill improvements. ○ Relating strengths and development needs to career goals: How to use this understanding for effective progression planning. ○ Setting personal development goals: Introduction to SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
<p>3. Understand how a person's learning style influences future choices.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners identify their preferred learning style and enabling learners to reflect on how their learning style influences decisions about education, training, and career pathways. <ul style="list-style-type: none"> ○ Overview of learning styles: Introduction to common models (e.g., Visual, Auditory, Kinesthetic). ○ Characteristics of different learning styles: Traits and behaviours associated with each style.

	<ul style="list-style-type: none"> ○ Self-assessment: Activities or questionnaires to help learners identify their own learning style(s). ○ Influence of learning styles: How learning preferences impact study methods, motivation, and success. ○ Link to future choices: How understanding learning style can guide choices in further education, training methods, work environments, and career development. ○ Strategies to adapt learning: Ways to accommodate different styles for effective learning and growth.
<p>4. Be able to set personal goals and objectives.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Support for learners in recognising their personal skills, qualities, and abilities and guiding learners in identifying realistic and meaningful personal goals, aligning goals with their current life situation and opportunities. ● Developing self-reflection on how goal setting can motivate and direct personal development. <ul style="list-style-type: none"> ○ Introduction to goal setting: Definition and benefits of setting personal goals. ○ Types of goals: Short-term, medium-term, and long-term goals. ○ Self-awareness: Identifying own skills, qualities, strengths, and areas for development. ○ Opportunity awareness: Exploring available educational, career, and personal development opportunities. ○ Setting SMART goals: Specific, Measurable, Achievable, Relevant, Time-bound goals. ○ Relevance of goals: Linking goals to personal circumstances, skills, and opportunities for development. ○ Reflection: How setting goals can provide motivation and a clear path for future actions.
<p>5. Be able to develop an action plan to achieve personal goals.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Introducing learners to the concept and importance of action planning for achieving goals. ● Teaching learners how to break down personal goals into manageable, actionable steps. ● Developing learners' skills in creating SMART objectives that are clear and achievable. ● Encouraging learners to plan timelines and monitor progress effectively. <ul style="list-style-type: none"> ○ Understanding action plans: Purpose and benefits of planning actions to reach goals. ○ Introduction to SMART objectives: What each element (Specific, Measurable, Achievable, Realistic, Timed) means and examples of SMART objectives. ○ Breaking down goals: How to translate broader goals into clear, structured objectives. ○ Planning steps: Identifying resources, timelines, and potential challenges. ○ Recording and reviewing: How to document an action plan and use it to track progress and make adjustments. ○ Practical activity: Creating an individual action plan with SMART objectives based on personal goals.

10.24 Understanding Structures in the Workplace

Title	Understanding Structures in the Workplace	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE475	
Unit Reference No	D/617/5496	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of organisational values/mission statements, effective communication channels and the decision-making processes within an organisational structure.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of organisational values and mission statements.	1.1. Define the terms organisational values and mission statement. 1.2. Explain the importance and purpose of company values and mission statements and how these influence the way an organisation operates. 1.3. Describe why organisational values are important for guiding employee behaviour.	
2. Understand how organisations may promote effective internal communication.	2.1. Identify and describe different methods organisations use to communicate internally. 2.2. Describe how internal communication methods support effective working between employees and teams and the potential consequences of poor communication. 2.3. Explain the benefits of effective internal communication to an organisation. 2.4. Explain the role of clear communication in supporting organisational goals and values	
3. Recognise the way in which decisions are made in relation to organisational structure.	3.1. Identify and describe different types of organisational structures. 3.2. Describe how decisions about organisational structure are made. 3.3. Give examples of how organisational structure can affect roles and responsibilities within an organisation. 3.4. Describe two methods of decision-making in the workplace.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Understanding Structures in the Workplace
1. Understand the importance of organisational values and mission statements.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Enabling learners to understand what organisational values and mission statements are, their importance, and the purpose they serve within a company and the way an organisation operates. <ul style="list-style-type: none"> ○ Definition of Organisational Values: Core beliefs and principles that guide company behaviour. ○ Definition of Mission Statements: Clear expressions of the organisation’s purpose and goals. ○ Purpose of Company Values and Mission Statements: <ul style="list-style-type: none"> ▪ Provide direction and set expectations. ▪ Guide decision-making and strategy. ▪ Shape the organisational culture and work environment. ▪ Communicate the company’s identity to employees, customers, and partners. ○ Importance of Values and Mission Statements: <ul style="list-style-type: none"> ▪ Build trust and cohesion within teams. ▪ Why it is important to guide employee behaviour ▪ Enhance employee motivation and alignment. ▪ Support brand reputation and customer loyalty. ▪ Help organisations stay focused on long-term objectives.
2. Understand how organisations may promote effective internal communication.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand how organisations can promote effective internal communication and the consequences of poor communication. • Supporting learners in researching, understanding, and preparing an induction presentation or session that covers how organisations promote effective communication to support organisational goals and values, the impact of poor communication, and common decision-making methods used in the workplace. • How Organisations Promote Effective Internal Communication to support organisation goals and values: <ul style="list-style-type: none"> ○ Use of clear communication channels (e.g., emails, intranet, newsletters, meetings). ○ Encouraging open and transparent communication culture. ○ Regular team briefings and feedback sessions. ○ Training employees in communication skills. ○ Use of collaborative tools (e.g., chat apps, project management software). ○ Leadership communication and role modelling good practice. ○ Recognition and encouragement of two-way communication. • Potential Outcomes of Poor Communication: <ul style="list-style-type: none"> ○ Misunderstandings and errors in work processes. ○ Reduced employee morale and motivation. ○ Increased conflict and tension between staff. ○ Decreased productivity and efficiency. ○ Loss of trust in management and within teams. ○ Negative impact on customer service and business reputation.

<p>3. Recognise the way in which decisions are made in relation to organisational structure.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand how decisions are made in the workplace and how organisational structure influences decision-making methods. • Organisational Structure Basics: <ul style="list-style-type: none"> ○ Definition and types (e.g., hierarchical, flat, matrix). ○ How structure influences authority and responsibility. • Methods of Decision-Making: • Workplace Decision-Making Methods: <ul style="list-style-type: none"> ○ Consensus: Involving group agreement, collaboration, and discussion to reach decisions. <ul style="list-style-type: none"> ▪ Example: Team meetings where input is gathered before reaching agreement. ○ Hierarchy: Decisions made by managers or senior staff with clear authority lines. <ul style="list-style-type: none"> ▪ Example: CEO or department head makes final decisions. ○ Other Decision-Making Methods: <ul style="list-style-type: none"> ▪ Democratic (voting). ▪ Autocratic (one person decides without consultation). ▪ Delegation (assigning decisions to specific individuals or teams). • Link between Organisational Structure and Decision-Making: <ul style="list-style-type: none"> ○ How hierarchical structures often use top-down decision-making. ○ How flatter structures may encourage consensus or collaborative decision-making.
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10.25 Understanding Change in the Workplace

Title	Understanding Change in the Workplace	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE476	
Unit Reference No	H/617/5497	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of change on organisations and individuals.		
Learning Outcomes		Assessment Criteria
1. Understand how organisations and individuals can respond to change.	1.1. Describe how organisations and individuals can respond positively and negatively to change.	
2. Understand how change can create new opportunities.	2.1. Describe opportunities that can arise as a result of change in an organisation. 2.2. Describe the importance of training and development in times of change.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title:
1. Understand how organisations and individuals can respond to change.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the different ways that organisations and individuals respond to change and the potential impact of both positive and negative responses. • Support learners in preparing for a presentation based on a scenario of an employee preparing colleagues for changes to take place in the next six months within the organisation. • To select examples for change <ul style="list-style-type: none"> ○ merger or takeover by another company, ○ the introduction of flexible working practices e.g. working from home, ○ introduction of new technology, ○ restructuring, ○ changes in policy or leadership • Including descriptions of <ul style="list-style-type: none"> ○ how the organisation and employees can respond positively to the proposed change ○ how negative responses to the change might impact the organisation ○ potential for opportunities that could arise for employees as a result of the change ○ Importance of training and development at this time of change • Consider the following points • Organisational Responses to Change: <ul style="list-style-type: none"> ○ Positive responses: <ul style="list-style-type: none"> ▪ Strategic planning and investment ▪ Staff training and development ▪ Open communication with teams ▪ Embracing innovation and continuous improvement ○ Negative responses: <ul style="list-style-type: none"> ▪ Resistance or denial ▪ Poor communication and lack of transparency ▪ Lack of planning or leadership ▪ Low morale and high staff turnover • Individual Responses to Change: <ul style="list-style-type: none"> ○ Positive responses: <ul style="list-style-type: none"> ▪ Willingness to learn new skills ▪ Adaptability and flexibility ▪ Viewing change as an opportunity for growth ○ Negative responses: <ul style="list-style-type: none"> ▪ Fear, anxiety, or stress ▪ Resistance or refusal to engage ▪ Reduced performance or motivation
2. Understand how change can create new opportunities.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand how organisational change can lead to new personal and professional opportunities. • Exploring the positive outcomes that change can bring for individuals and businesses. • Examining the role of training and development in supporting successful adaptation to change. • Opportunities from Change

	<ul style="list-style-type: none">○ Role changes○ Increased responsibility○ Career progression or new job roles○ Upskilling and reskilling○ Innovation and new ways of working○ Improved teamwork and collaboration○ Enhanced motivation and personal growth● Benefits of change<ul style="list-style-type: none">○ Innovation○ Improved systems○ Enhanced teamwork○ Leadership development● Training and Development During Change<ul style="list-style-type: none">○ The importance of supporting staff during transitions○ Examples of training: digital skills, leadership, communication, process changes○ Benefits to both employer and employee○ Long-term impacts on morale, productivity, and retention● The role of training and development:<ul style="list-style-type: none">○ Upskilling○ Onboarding○ Digital learning○ Coaching○ Mentoring● Adaptability and resilience<ul style="list-style-type: none">○ Mindset for change○ Coping strategies○ Support systems
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10.26 Using Social Media in the Workplace

Title	Using Social Media in the Workplace	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE477	
Unit Reference No	K/617/5498	
Unit purpose and aim(s): This unit will enable the learner to effectively use social media in the workplace.		
Learning Outcomes	Assessment Criteria	
1. Understand the opportunities and threats associated with using social media in the workplace.	1.1. Describe the positive and negative aspects of using social media for: <ol style="list-style-type: none"> business purposes personal use and its impact on the workplace 1.2. Summarise the key components of a given workplace's policy on the use of social media. 1.3. Describe how to minimise risks for businesses associated when using social media. 1.4. Describe the implications to a business of inappropriate behaviour when using social media.	
2. Understand the effective use of social media in the workplace.	2.1. Describe the role of social media in the workplace including the different platforms used. 2.2. Describe the importance of branding on social media services. 2.3. Identify tools that can be used to get the most out of social media 2.4. Describe how businesses measure the success of social media activity 2.5. Describe how businesses can grow the effectiveness of their social media activity	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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	Record of observation Learner notes/written work

outcome and demonstrate the skills and/or knowledge gained throughout the course

Tutor notes/record
Learner log/diary

Learning Outcome	Unit title: Using Social Media in the Workplace
1. Understand the opportunities and threats associated with using social media in the workplace.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners explore social media as a tool in business and personal social media use and its potential impact on professional settings. • Supporting learners with standard workplace policies regarding social media use and helping them understand how businesses can minimise social media risks through policies, training and monitoring. • Supporting learners to research for a pamphlet on positive and negative aspects of using Social Media business purposes and personal use and including their own workplace policy on using Social Media • Working on research to produce a report on ways to minimise risks for businesses when using Social Media. <ul style="list-style-type: none"> ○ Social media for business purposes: <ul style="list-style-type: none"> ▪ brand promotion ▪ customer service ▪ recruitment ▪ real-time communication ▪ networking ○ Positive aspects for business: <ul style="list-style-type: none"> ▪ reach ▪ engagement ▪ analytics ▪ cost-effectiveness ○ Negative aspects for business: <ul style="list-style-type: none"> ▪ reputational risk ▪ data protection issues ▪ trolling/complaints ▪ time-wasting ○ Personal use impacts: <ul style="list-style-type: none"> ▪ reduced productivity ▪ confidentiality breaches ▪ inappropriate posts ▪ conflict with colleagues or employer • Policy overview: <ul style="list-style-type: none"> ○ Do's and don'ts: <ul style="list-style-type: none"> ▪ personal use during work hours ▪ representation of the business ▪ privacy settings ▪ disciplinary actions • Minimising risks: <ul style="list-style-type: none"> ○ staff training ○ clear policies ○ moderation protocols ○ use of secure platforms ○ crisis management plans
2. Understand the effective use of social media in the workplace.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners to complete research and prepare for a PowerPoint on three Social Media platforms and how they are used for business purposes. • Introduce the most widely used social media platforms and tools (incorporating analysing, scheduling, monitoring and work flow

management) in the business world and exploring how organisations use social media to communicate, promote, and engage with audiences.

- Considering the following:
 - Popular platforms:
 - Overview of
 - Facebook
 - LinkedIn
 - Instagram
 - X (Twitter)
 - TikTok
 - YouTube
 - Business use cases:
 - Facebook: Customer interaction, event promotion, business pages, advertising.
 - LinkedIn: Recruitment, professional networking, company news, thought leadership.
 - Instagram/TikTok: Visual storytelling, brand promotion, influencer marketing, short-form content.
 - X (Twitter): Real-time updates, news sharing, customer service, public relations.
 - Platform demographics and suitability for different industries or audiences.
 - Best practices for professional tone, branding, and consistent posting.
- Social Media in Business
 - Positive Aspects:
 - Marketing & Promotion: Reach a wide audience quickly and cost-effectively with targeted ads and organic content.
 - Customer Engagement: Direct interaction with customers for feedback, support, and building brand loyalty.
 - Networking & Recruitment: Platforms like LinkedIn help find talent and build professional relationships.
 - Brand Awareness: Boosts visibility and helps establish company identity.
 - Market Research: Monitor trends, competitor activity, and customer preferences in real-time.
 - Negative Aspects:
 - Reputational Risk: Negative comments, or viral complaints can harm a brand's image.
 - Security Issues: Risk of data breaches, hacking, or leaking confidential information.
 - Time-Consuming: Requires ongoing content creation and monitoring, which can strain resources.
 - Misinformation: False or misleading posts can spread quickly, damaging credibility.
 - Legal & Compliance Risks: Misuse or inappropriate content can lead to legal issues.
- Social Media in Personal Use (Impact on Workplace)
 - Positive Aspects:
 - Networking: Building connections that can benefit career development.
 - Communication: Easy contact with colleagues and clients outside work hours.
 - Brand Building: Personal branding that can positively reflect on professional image.

	<ul style="list-style-type: none">▪ Information Sharing: Keeping updated on industry news and trends.○ Negative Aspects:<ul style="list-style-type: none">▪ Distraction: Excessive personal use during work hours reduces productivity.▪ Reputational Damage: Inappropriate posts or comments can harm professional reputation or lead to disciplinary action.▪ Privacy Issues: Oversharing personal information can create vulnerabilities.▪ Workplace Conflicts: Misunderstandings or arguments stemming from social media can affect team relationships.▪ Blurred Boundaries: Mixing personal and professional content can cause confusion or conflict.
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10.27 Assertiveness in the Workplace

Title	Assertiveness in the Workplace	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE478	
Unit Reference No	M/617/5499	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to become more assertive within the workplace.		
Learning Outcomes	Assessment Criteria	
1. Understand different behaviours and their impact within the workplace.	1.1. Describe what is meant by assertive, passive and aggressive behaviours. 1.2. Describe using examples the following behaviours within the workplace: a) assertive b) passive c) aggressive 1.3. Compare the impact of the following behaviours: a) assertive b) passive c) aggressive	
2. Know how to be assertive in the workplace.	2.1. Describe the importance of self-control when being assertive. 2.2. Explain appropriate assertive behaviour in the workplace.	
Assessment Guidance		
The learner can select from the following assessment method/s but should ensure all learning outcomes and assessment criteria are fully covered:		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Assertiveness in the Workplace
1. Understand different behaviours and their impact within the workplace.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the meaning of assertive, passive, and aggressive behaviours, identify examples of each within the workplace, and evaluate their impact on workplace relationships and outcomes. • Helping learners prepare for and gather materials for a training session on 'Assertiveness in the Workplace'. • Definitions of Behaviours: <ul style="list-style-type: none"> ○ Assertive behaviour: Confidently expressing one's thoughts, feelings, and needs while respecting others. ○ Passive behaviour: Avoiding expressing one's opinions or needs, often to avoid conflict. ○ Aggressive behaviour: Expressing one's needs in a forceful or hostile manner, often disrespecting others. • Examples of Behaviours in the Workplace: <ul style="list-style-type: none"> ○ Assertive: <ul style="list-style-type: none"> ▪ Politely declining additional work when workload is full. ▪ Expressing disagreement respectfully during a team meeting. ○ Passive: <ul style="list-style-type: none"> ▪ Not speaking up when unfairly treated. ▪ Avoiding giving feedback to a colleague despite noticing mistakes. ○ Aggressive: <ul style="list-style-type: none"> ▪ Interrupting or shouting at colleagues during disagreements. ▪ Blaming others publicly for errors without discussion. • Impact of Behaviours: <ul style="list-style-type: none"> ○ Team morale and relationships ○ Communication effectiveness ○ Conflict resolution and workplace atmosphere • Assertive behaviour tends to promote mutual respect, clarity, and problem-solving. • Passive behaviour may lead to misunderstandings, resentment, and unmet needs. • Aggressive behaviour can cause fear, conflict, and damaged relationships.
2. Know how to be assertive in the workplace.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Preparing for role plays on workplace scenarios where assertive behaviour needs to be displayed. • Supporting learners' awareness on the importance of self-control when being assertive and evaluating role plays scenarios. • Supporting opportunities to demonstrate and evaluate assertive behaviour in real-life workplace scenarios. • Definition of self-control: managing emotions and reactions in a calm and respectful way. • Why self-control is vital when being assertive: <ul style="list-style-type: none"> ○ Helps maintain professionalism. ○ Avoids escalation of conflict. ○ Builds trust and respect from colleagues.

	<ul style="list-style-type: none">• Difference between assertiveness vs. aggressiveness:<ul style="list-style-type: none">○ assertiveness involves calm confidence; aggressiveness involves emotional reactivity.• Examples of workplace scenarios where assertiveness is appropriate:<ul style="list-style-type: none">○ Scenario 1: A colleague frequently interrupts you in meetings.<ul style="list-style-type: none">▪ Assertive Response: Calmly say, "I'd like to finish what I was saying before we move on."○ Scenario 2: You are asked to work overtime, but you have prior commitments.<ul style="list-style-type: none">▪ Assertive Response: "I understand the urgency, but I'm unable to stay late today. Can I help in another way?"• Also explore:<ul style="list-style-type: none">○ Body language (open posture, eye contact)○ Tone of voice (calm and steady)○ Use of "I" statements (e.g., "I feel...", "I need...")• Evaluation of roleplay<ul style="list-style-type: none">○ Did the person stay calm and respectful?○ Were they able to stand up for themselves without being aggressive?○ Did they listen and acknowledge the other person's view?
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10.28 Effective and Safe Use of Online Communication Technologies in the Workplace

Title	Effective and Safe Use of Online Communication Technologies in the Workplace	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE479	
Unit Reference No	Y/617/5500	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use online communication technologies safely and effectively within the workplace.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of e-safety in the workplace.	1.1. Summarise the importance of e-safety for different users of online communication technologies in the workplace.	
2. Know how to communicate effectively and safely online in the workplace.	2.1. Compare the effectiveness of different technologies used for workplace communication. 2.2. Describe the risks associated with using online communication technologies in the workplace. 2.3. Summarise how to improve online safety when communicating online. 2.4. Summarise the key aspects of a given organisation's policy on the use of online communication technologies. 2.5. Demonstrate how to communicate appropriately using different types of online communication technologies.	
3. Understand the impact of personal use of online communication technologies in the workplace.	3.1. Describe using examples how personal use of online communication technologies may have an adverse impact on individual in the workplace.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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 practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Learning Outcome	Unit title: Effective and Safe Use of Online Communication Technologies in the Workplace
1. Understand the importance of e-safety in the workplace.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the importance of using online communication tools safely and responsibly in a workplace setting, recognising the risks and the need for e-safety practices for different types of users. • Supporting learners to produce a Booklet for own or sample organisation entitled: 'Effective & Safe Use of On-line Communication Technologies in the Workplace' <ul style="list-style-type: none"> ○ Covering <ul style="list-style-type: none"> ▪ The importance of e-safety for different users of On-line Communication Technologies in the workplace. ▪ Risks faced when using On-line Communication Technologies in the workplace. ▪ Looking at the effectiveness of different technologies used for workplace communication. ▪ Considering how to improve on-line safety when communicating via workplace technology systems. • Exploring what is E-Safety <ul style="list-style-type: none"> ○ Safe and responsible use of digital technology ○ Protecting personal, professional, and organisational information ○ Preventing online threats like scams, phishing, data breaches, and cyberbullying • Looking at common Online Communication Technologies in the Workplace <ul style="list-style-type: none"> ○ Email ○ Instant messaging (e.g., Slack, Teams) ○ Video conferencing (e.g., Zoom, Google Meet) ○ Cloud collaboration tools (e.g., Google Drive, SharePoint) ○ Social media (company profiles, customer interaction) • Looking at Users and Their E-Safety Needs <ul style="list-style-type: none"> ○ Employees <ul style="list-style-type: none"> ▪ Avoid phishing/scams ▪ Protect login credentials ▪ Use work devices appropriately ○ Employers/Managers <ul style="list-style-type: none"> ▪ Ensure data protection policies are in place ▪ Prevent data leaks or legal breaches ○ Customers/Clients <ul style="list-style-type: none"> ▪ Trust their data is secure ▪ Avoid misinformation and privacy violations ○ Third-party users <ul style="list-style-type: none"> ▪ Access systems securely ▪ Follow company guidelines for secure file sharing • Considering Key Risks and Consequences <ul style="list-style-type: none"> ○ Identity theft ○ Data breaches and loss of sensitive information ○ Legal and reputational damage ○ Malware or ransomware attacks ○ Workplace bullying or inappropriate conduct online

	<ul style="list-style-type: none"> • Looking at E-Safety Best Practices <ul style="list-style-type: none"> ○ Strong passwords and 2FA ○ Cybersecurity training ○ Clear use policies and acceptable behaviour guidelines ○ Regular software updates and antivirus protection ○ Reporting suspicious activity
<p>2. Know how to communicate effectively and safely online in the workplace.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners to understand and evaluate different workplace communication technologies, identify online risks, improve digital safety, and follow workplace policies while using communication tools appropriately and professionally. • Covering common technologies: <ul style="list-style-type: none"> ○ Email ○ Instant messaging (e.g., Microsoft Teams, Slack) ○ Video conferencing (e.g., Zoom, Google Meet) ○ Collaborative tools (e.g., Google Docs, SharePoint) ○ Intranet or project management tools (e.g., Trello, Asana) • Comparison factors: <ul style="list-style-type: none"> ○ Speed and convenience ○ Formality/informality ○ Record-keeping and audit trails ○ Suitability for remote/hybrid teams ○ Accessibility and user-friendliness • Outlining the risks faced when using online communication technologies in the workplace <ul style="list-style-type: none"> ○ Cybersecurity threats: <ul style="list-style-type: none"> ○ Phishing, malware, ransomware ○ Data breaches and hacking ○ Misuse of technology: <ul style="list-style-type: none"> ○ Inappropriate content or language ○ Breach of confidentiality ○ Over-reliance on tech leading to communication breakdowns ○ Human error: <ul style="list-style-type: none"> ○ Sending sensitive information to the wrong person ○ Weak passwords or sharing logins • Looking at how to improve online safety when communicating online <ul style="list-style-type: none"> ○ Practical safety measures: <ul style="list-style-type: none"> ○ Use of strong passwords and two-factor authentication ○ Secure Wi-Fi networks ○ Logging out of shared devices ○ Encrypting sensitive documents ○ Behavioural practices: <ul style="list-style-type: none"> ○ Being mindful of tone and language ○ Not sharing confidential info over unsecured platforms ○ Reporting suspicious emails or messages • Considering key aspects of a given organisation’s policy on the use of online communication technologies • Interpreting a real or sample workplace communication policy <ul style="list-style-type: none"> ○ Key elements to highlight: <ul style="list-style-type: none"> ▪ Acceptable and unacceptable use ▪ Monitoring and data protection ▪ Professional conduct and language ▪ Disciplinary actions for misuse

<p>3. Understand the impact of personal use of online communication technologies in the workplace.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners to create a PPT on their own organisation’s policy regarding the use of On-line Communication Technologies. • Including examples of <ul style="list-style-type: none"> ○ how personal use of on-line communication technologies may have an adverse impact on an individual in the workplace ○ a summary of how to communicate in an appropriate manner using at least three different types of Online Communication Technologies. • Looking at issues such as <ul style="list-style-type: none"> ○ Using online tools for non-work-related purposes, such as: <ul style="list-style-type: none"> ▪ Social media (e.g., Facebook, Instagram) ▪ Personal messaging (e.g., WhatsApp, Messenger) ▪ Online shopping or browsing ▪ Streaming music/videos ▪ Gaming or accessing personal email • Adverse Impacts on Individuals – With Examples <ul style="list-style-type: none"> ○ Reduced productivity - Spending time on social media results in missed deadlines ○ Disciplinary action - Caught using inappropriate websites on a work computer ○ Loss of trust - Manager notices excessive messaging during work hours ○ Security breaches - Clicking on a malicious link in a personal email causes a virus ○ Damaged reputation - Posting negative comments about the company on personal social media ○ Stress or distraction - Switching between work tasks and personal messages reduces focus • Looking at appropriate communication for different types of online communication technologies <ul style="list-style-type: none"> ○ Email: <ul style="list-style-type: none"> ▪ Use of subject lines, formal greetings, professional tone, grammar and structure ▪ Avoiding jargon or slang ○ Instant messaging (e.g., Teams, Slack): <ul style="list-style-type: none"> ▪ Clear, brief messages ▪ Use of emojis (when appropriate), being respectful, avoiding distractions ○ Video calls: <ul style="list-style-type: none"> ▪ Being on time, camera/mic etiquette ▪ Dressing appropriately ▪ Avoiding interruptions/background noise
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10.29 Employment Contracts and Legislation

Title	Employment Contracts and Legislation	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE480	
Unit Reference No	T/617/5505	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of employment contracts and legislation.		
Learning Outcomes	Assessment Criteria	
1. Understand the need for policies to comply with employment legislation.	1.1. Summarise the function and importance of different policies that an organisation should have in place including General Data Protection Regulation (GDPR).	
2. Understand the purpose and need for a contract of employment.	2.1. Outline different types of employment contracts. 2.2. Summarise the key elements of a contract of employment. 2.3. Describe ways in which an employer may breach a contract of employment and the possible consequences. 2.4. Describe ways in which an employee may breach a contract of employment and the possible consequences.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Employment Contracts and Legislation
1. Understand the need for policies to comply with employment legislation.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand why workplace policies are essential for ensuring legal compliance and promoting fair, safe, and effective practices. • Introducing learners to key organisational policies linked to employment legislation and explaining the purpose and importance of GDPR in protecting personal data within a workplace context. • Definition and purpose of workplace policies <ul style="list-style-type: none"> ○ Link to compliance with employment legislation ○ Benefits of clear, well-implemented policies • Key Policies <ul style="list-style-type: none"> ○ Health and Safety Policy <ul style="list-style-type: none"> ▪ Function: Ensures a safe working environment; outlines responsibilities and procedures. ▪ Importance: Legal requirement under the Health and Safety at Work Act 1974. ○ Equality and Diversity Policy <ul style="list-style-type: none"> ▪ Function: Promotes inclusive practices and prevents discrimination. ▪ Importance: Complies with the Equality Act 2010; supports fairness. ○ Disciplinary and Grievance Policy <ul style="list-style-type: none"> ▪ Function: Outlines procedures for addressing misconduct or complaints. ▪ Importance: Supports a fair, consistent approach to conflict resolution. ○ Data Protection Policy <ul style="list-style-type: none"> ▪ Function: Protects the personal data of employees, customers, and service users. ▪ Importance: Legal requirement under GDPR (2018); ensures data is used lawfully, fairly, and transparently. ○ General Data Protection Regulation (GDPR) <ul style="list-style-type: none"> ▪ Function: Sets rules for how personal data must be collected, stored, processed, and shared. ▪ Importance: Protects the privacy rights of employees and customers; ensures organisations handle data lawfully and transparently. Non-compliance can lead to serious legal and financial penalties. ○ Maternity/Paternity Rights <ul style="list-style-type: none"> ▪ Function: Outlines entitlements for employees before, during, and after childbirth or adoption, including leave and pay. ▪ Importance: Supports work-life balance and ensures fair treatment under employment law. Encourages gender equality in caregiving responsibilities. ○ Absence Policy <ul style="list-style-type: none"> ▪ Function: Provides clear procedures for reporting and managing short- and long-term absences. ○ Importance: Ensures consistent handling of absences, reduces workplace disruption, and helps identify patterns that may need support or intervention.

	<ul style="list-style-type: none"> ○ Equal Opportunities Policy <ul style="list-style-type: none"> ▪ Function: Promotes fair treatment in recruitment, pay, training, and progression regardless of age, gender, race, disability, or other protected characteristics. ▪ Importance: Prevents discrimination and fosters an inclusive, respectful workplace, complying with the Equality Act 2010. ○ Health & Safety Policy <ul style="list-style-type: none"> ▪ Function: Details how the organisation maintains a safe working environment, including risk assessments and responsibilities. ▪ Importance: Ensures legal compliance under the Health and Safety at Work Act 1974 and protects the well-being of staff and visitors. ○ Grievance and Disciplinary Policy <ul style="list-style-type: none"> ▪ Function: Sets procedures for raising concerns (grievances) or addressing misconduct (disciplinary). ▪ Importance: Promotes fair and consistent treatment, reduces workplace conflict, and provides legal protection for both employer and employee. ○ Communications Policy <ul style="list-style-type: none"> ▪ Function: Sets out how employees should communicate internally and externally, including appropriate use of digital tools. ▪ Importance: Encourages clear, respectful, and professional communication; protects the company's reputation and data security. ○ Redundancy Rights <ul style="list-style-type: none"> ▪ Function: Clarifies the rights of employees in redundancy situations, including notice periods, consultations, and redundancy pay. ▪ Importance: Ensures the redundancy process is fair and legal, reducing the risk of legal claims and supporting affected staff.
<p>2. Understand the purpose and need for a contract of employment.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners to understand the types, key elements, and mutual responsibilities outlined in employment contracts, how breaches of contract may occur and their potential consequences for both employers and employees. • Preparing learners to produce a booklet for employees which informs them of their employment rights covering Employment Contracts and Employment Policies <ul style="list-style-type: none"> ○ Types of employment contracts <ul style="list-style-type: none"> ▪ Full-time contract ▪ Part-time contract ▪ Fixed-term contract ▪ Zero-hour contract ▪ Temporary and permanent contracts • Key elements of a contract of employment <ul style="list-style-type: none"> ○ Job title and duties ○ Salary and payment intervals ○ Working hours ○ Holiday entitlement ○ Sick pay

	<ul style="list-style-type: none">○ Notice period○ Disciplinary and grievance procedures• Ways in which an employer may breach a contract of employment and the possible consequences<ul style="list-style-type: none">○ Examples of employer breaches: non-payment of wages, changing terms without agreement, unfair dismissal○ Consequences: legal claims, tribunal proceedings, compensation• Ways in which an employee may breach a contract of employment and the possible consequences<ul style="list-style-type: none">○ Examples of employee breaches: gross misconduct, not giving notice, unauthorised absence○ Consequences: dismissal, loss of reference, possible legal action
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10.30 Work Experience

Title	Work Experience	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE481	
Unit Reference No	D/617/5501	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain new skills and knowledge through work experience.		
Learning Outcomes	Assessment Criteria	
1. Understand the structure and purpose of a given organisation.	1.1. Describe the structures and purpose of a given organisation including: a) key activities b) management and departmental structure c) departmental communication	
2. Understand own role within a given organisation.	2.1. Describe own role and activities, and the agreed limitations to own responsibilities. 2.2. Carry out tasks following instructions and requesting guidance where appropriate. 2.3. Review own performance identifying possible areas for improvement.	
3. Understand the importance of adhering to workplace practices.	3.1. Describe the importance of the following in the workplace: a) personal presentation b) appropriate behaviour c) time-keeping d) attendance e) adhering to organisational procedures	
4. Understand and comply with safe working practices.	4.1. Describe the main safety considerations in the workplace including: a) possible hazards b) precautionary measures c) reporting structures 4.2. Describe workplace procedures in the event of an accident or emergency. 4.3. Identify the location and summarise the contents of a First Aid Box.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Work Experience
1. Understand the structure and purpose of a given organisation.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners produce an information booklet based on their work experience placement organisation and activities, including areas to explore and understand how an organisation is structured, its core purpose, and how communication flows across departments and management levels. • Areas to consider • Key Activities of the organisation <ul style="list-style-type: none"> ○ Overview of the organisation’s core mission and goals <ul style="list-style-type: none"> ▪ Examples of day-to-day operations (e.g., customer service, product development, logistics) ▪ Explanation of public, private, and voluntary sectors ▪ Case study examples: e.g., NHS, Tesco, local council ○ Management and Departmental Structure <ul style="list-style-type: none"> ▪ Common structures: hierarchical, flat, matrix ▪ Roles within management: senior leaders, middle managers, team leaders ▪ Department functions: HR, marketing, finance, operations, customer service ▪ Org chart activity: interpreting and creating organisational charts • Departmental Communication <ul style="list-style-type: none"> ○ Internal communication methods: meetings, emails, intranets, reports, staff briefings ○ Vertical vs. horizontal communication ○ Importance of communication for collaboration and workflow ○ Barriers to effective communication and how they’re addressed
2. Understand own role within a given organisation.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Working with learners to help them identify their own role within an organisation as part of a work experience placement in carrying out their responsibilities effectively and reflecting on their performance. • Considering Own Role and Responsibilities <ul style="list-style-type: none"> ○ Understanding job descriptions and daily duties ○ Recognising the scope and limitations of own role ○ Accountability and who to report to ○ Examples of when tasks must be escalated • Following Instructions and Seeking Guidance <ul style="list-style-type: none"> ○ Importance of listening, clarifying, and confirming instructions ○ Asking for help appropriately: when and how ○ Demonstrating initiative while respecting limits ○ Health and safety and task-specific protocols • Reviewing Own Performance <ul style="list-style-type: none"> ○ Self-assessment techniques (e.g., checklists, journals) ○ Gathering informal feedback from supervisors or peers ○ Identifying strengths and areas for improvement ○ Setting realistic personal targets for development

<p>3. Understand the importance of adhering to workplace practices.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners understand the key expectations in workplace settings and why consistent adherence to workplace practices is essential for individual success, successful teamwork, and organisational effectiveness. • Considering the following: • Personal Presentation <ul style="list-style-type: none"> ○ Importance of dressing appropriately (company dress code, PPE) ○ Hygiene and grooming ○ Representing the organisation's image • Appropriate Behaviour <ul style="list-style-type: none"> ○ Professional conduct (e.g., respect, courtesy, teamwork) ○ Understanding boundaries (e.g., language, confidentiality) ○ Impact of negative behaviour on morale and productivity • Time-Keeping <ul style="list-style-type: none"> ○ Importance of punctuality ○ Planning travel and managing time effectively ○ Consequences of lateness (e.g., disciplinary action, team disruption) • Attendance <ul style="list-style-type: none"> ○ Importance of regular attendance ○ Reporting absence correctly (policies and contact procedures) ○ Impact on the team and business operations • Adhering to Organisational Procedures <ul style="list-style-type: none"> ○ Understanding workplace rules and policies ○ Following health and safety guidance ○ Consequences of non-compliance
<p>4. Understand and comply with safe working practices.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Teaching learners about the importance of maintaining a safe working environment, and ensuring learners are aware of potential hazards, and can follow correct procedures in case of accidents or emergencies within their own work placement. • Safety Considerations <ul style="list-style-type: none"> ○ Possible Hazards: ○ Slips, trips, falls ○ Electrical risks ○ Manual handling ○ Poor workstation setup ○ Chemicals or machinery (if applicable to sector) • Precautionary Measures: <ul style="list-style-type: none"> ○ Use of PPE ○ Good housekeeping ○ Signage and warnings ○ Following safe working procedures • Reporting Structures: <ul style="list-style-type: none"> ○ Who to report hazards to (e.g. line manager, health and safety officer) ○ Completing incident forms ○ Importance of early reporting • Accident or Emergency Procedures • Fire evacuation plans <ul style="list-style-type: none"> ○ Alarm signals and exits ○ Assembly points

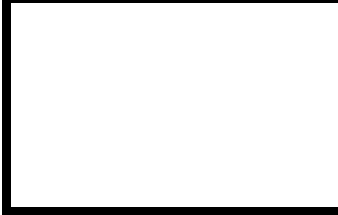
	<ul style="list-style-type: none">○ Roles of fire marshals and first aiders● First Aid Box<ul style="list-style-type: none">○ Location of the nearest First Aid Box (tailored to placement/workplace)○ Typical contents: bandages, sterile wipes, plasters, gloves, safety pins, eye wash, CPR mask○ Importance of maintaining stock and accessibility
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10.31 Health and Safety in a Working Environment

Title	Health and Safety in a Working Environment	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE482	
Unit Reference No	H/617/5502	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain knowledge on health and safety requirements, procedures and equipment in a given workplace. Learners will also be required to carry out a risk assessment.		
Learning Outcomes	Assessment Criteria	
1. Be aware of health and safety procedures and policies at work.	1.1. Describe health and safety procedures and policies in a given workplace including the following: <ul style="list-style-type: none"> a) Health and Safety at Work Act b) Control of Substances Hazardous to Health requirements 1.2. Identify the personnel responsible for health and safety in a given workplace. 1.3. Outline the employer's responsibilities in relation to health and safety in the workplace. 1.4. Outline own responsibilities in relation to health and safety in a given workplace.	
2. Know how to maintain a safe working environment in a given workplace.	2.1. Describe what is meant by a safe working environment 2.2. Outline health and safety reporting procedures within a given workplace. 2.3. Describe the purpose and use of safety equipment and/or clothing to minimise risk. 2.4. Outline a given workplace's emergency evacuation procedures.	
3. Be able to understand the process and benefits of a workplace risk assessment.	3.1. Illustrate the process and benefits of a workplace risk assessment.	
Assessment Guidance		
The learner can select from the following assessment method/s but should ensure all learning outcomes and assessment criteria are fully covered:		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Health and Safety in a Working Environment
<p>4. Be aware of health and safety procedures and policies at work.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners to understand health and safety laws, policies, and responsibilities within a workplace setting. Introducing key legislation and looking at the role both employers and employees play in maintaining a safe working environment. • Areas to consider • Health and Safety Procedures and Policies <ul style="list-style-type: none"> ○ Health and Safety at Work Act (1974): ○ General duties of employers and employees ○ Ensuring the workplace is safe and without risk to health ○ Provision of information, training, and protective equipment • COSHH Requirements: <ul style="list-style-type: none"> ○ Storage and use of hazardous substances ○ Proper labelling and signage ○ Training in handling chemicals ○ Use of data sheets and risk assessments • Personnel Responsible for Health and Safety <ul style="list-style-type: none"> ○ Health and Safety Officer ○ Line managers/supervisors ○ Fire marshals and first aiders ○ External inspectors (e.g. HSE) • Employer Responsibilities <ul style="list-style-type: none"> ○ Providing a safe environment and safe systems of work ○ Maintaining equipment and machinery ○ Providing relevant training and PPE ○ Conducting risk assessments and acting on findings ○ Displaying health and safety posters and documentation • Employee Responsibilities <ul style="list-style-type: none"> ○ Following safety instructions and policies ○ Using PPE correctly ○ Reporting hazards and incidents promptly ○ Participating in training ○ Cooperating with safety audits and inspections
<p>5. Know how to maintain a safe working environment in a given workplace.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping the key elements of maintaining a safe working environment and be able to identify procedures and practices that promote health, safety, and wellbeing in the workplace. • A safe working environment is a place where risks to health, safety, and wellbeing are reduced to the lowest practical level. This includes: <ul style="list-style-type: none"> ○ Clean and tidy work areas, free from clutter and trip hazards ○ Proper lighting and ventilation ○ Safe use and storage of equipment and substances ○ Clearly marked emergency exits and escape routes ○ Access to first aid equipment and trained first aiders ○ Reporting systems for accidents or hazards ○ Adequate training and protective clothing where needed ○ A safe working environment helps prevent accidents and promotes the physical and mental wellbeing of all staff. • Identifying and following health and safety reporting procedures

	<ul style="list-style-type: none"> • Typical reporting procedures: <ul style="list-style-type: none"> ○ Reporting hazards, near-misses, and incidents ○ Using reporting forms or electronic systems • Who to report to: <ul style="list-style-type: none"> ○ Line managers, health & safety officers, supervisors • Why it matters: <ul style="list-style-type: none"> ○ Promotes prompt action and continuous improvement ○ Ensures legal compliance (e.g., RIDDOR – UK-specific) • Supporting awareness of the correct use and purpose of safety equipment and personal protective equipment (PPE). <ul style="list-style-type: none"> ○ Examples of PPE: <ul style="list-style-type: none"> ▪ Gloves, goggles, ear defenders, safety boots, hi-vis clothing, helmets ○ Purpose: <ul style="list-style-type: none"> ▪ To protect against specific workplace hazards (chemical, physical, noise, etc.) ○ Correct use: <ul style="list-style-type: none"> ▪ Wearing appropriate PPE for the task ▪ Maintaining and storing equipment properly • Familiarising learners with workplace emergency evacuation procedures. • Key steps in emergency evacuation: <ul style="list-style-type: none"> ○ Recognising alarms and signals ○ Knowing routes and assembly points ○ Following instructions from fire wardens or designated personnel • Good practice: <ul style="list-style-type: none"> ○ Not using lifts ○ Staying calm and moving quickly ○ Role of drills and signage: ○ Regular practice ensures readiness ○ Clear signage supports safe evacuation
<p>6. Be able to understand the process and benefits of a workplace risk assessment</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Providing learners with information on how workplace risk assessments are conducted and the positive impact they have on maintaining health and safety. • The Risk Assessment Process <ul style="list-style-type: none"> ○ Identify hazards ○ Look for anything with the potential to cause harm (e.g., trailing wires, chemicals, machinery) ○ Decide who might be harmed and how ○ Consider staff, visitors, contractors, vulnerable individuals ○ Evaluate the risks and decide on precautions ○ Assess the likelihood and severity of harm ○ Decide what control measures are needed ○ Record findings and implement actions ○ Use risk assessment forms ○ Assign responsibilities for actions and set deadlines ○ Review and update regularly ○ After incidents, changes in process, or at regular intervals • Benefits of a Workplace Risk Assessment <ul style="list-style-type: none"> ○ Legal compliance ○ Helps meet health and safety legislation (e.g., Health and Safety at Work Act, Management of Health and Safety at Work Regulations) ○ Injury and accident prevention ○ Identifies and controls hazards before harm occurs ○ Improved awareness and accountability



- Engages employees in safety culture and responsibility
- Cost reduction
- Fewer accidents = lower insurance, fewer absences, reduced downtime
- Enhanced reputation and morale
- Safer workplaces lead to better staff satisfaction and public trust

10.32 Undertaking Unpaid Work Opportunities

Title	Undertaking Unpaid Work Opportunities	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE483	
Unit Reference No	K/617/5503	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the benefits of undertaking unpaid work and how it may enhance future employment opportunities.		
Learning Outcomes		Assessment Criteria
1. Understand how undertaking unpaid work may enhance employment opportunities.	1.1. Assess own strengths and weaknesses and how they may influence the choice of unpaid work opportunities. 1.2. Outline how unpaid work opportunities may aid own development across a range of areas.	
2. Be able to undertake unpaid work.	2.1. Identify and source a suitable unpaid work placement which matches own skill set. 2.2. Carry out unpaid work for a minimum of 20 hours ensuring the following: a) working within boundaries of own role b) referring matters or seeking help when appropriate c) complying with organisational health and safety procedures	
3. Be able to evaluate own performance.	3.1. Assess own skills and knowledge gained and how these may be used in the future.	
Assessment Guidance		
The following assessment method/s may be used to cover the outcomes and assessment criteria:		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as 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

Learning Outcome	Unit title: Undertaking Unpaid Work Opportunities
1. Understand how undertaking unpaid work may enhance employment opportunities.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Looking at different unpaid roles/ examples of unpaid work • Volunteering Roles <ul style="list-style-type: none"> ○ Charity shop assistant (e.g., Oxfam, British Heart Foundation) ○ Food bank helper (e.g., sorting and distributing supplies) ○ Fundraising or event volunteer (helping organise or running events) ○ Environmental volunteer (e.g., litter picking, conservation projects) ○ Animal shelter support (feeding, cleaning, walking animals) • Work Experience / Placements <ul style="list-style-type: none"> ○ Administration assistant in an office (e.g., filing, data entry, customer service) ○ Classroom helper in a primary school ○ Retail assistant in a local shop or market ○ IT support or shadowing in a school or small business • Construction or trades assistant with a local contractor • Supporting learners to evaluate their own skills and understand how engaging in unpaid work (e.g., volunteering, work placements) can support personal and professional development. • Assisting learners to assess their own strengths and weaknesses and how they may influence the choice of unpaid work opportunities <ul style="list-style-type: none"> ○ Self-assessment techniques: <ul style="list-style-type: none"> ▪ Skills audit (technical, soft, transferable skills) ▪ SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) ▪ Personal reflection or feedback from tutors/mentors ○ Examples of strengths: <ul style="list-style-type: none"> ▪ Good communication, teamwork, reliability, digital literacy ○ Examples of weaknesses: <ul style="list-style-type: none"> ▪ Lack of experience, poor time management, limited confidence ○ Linking self-awareness to opportunity selection and considering work opportunities are in line with own strengths or weaknesses.: <ul style="list-style-type: none"> ▪ Choosing unpaid roles that build strengths (e.g., leadership roles for confident communicators) ▪ Using unpaid work to improve areas of weakness (e.g., volunteering in customer service to build interpersonal skills) • Exploring how unpaid work opportunities may aid own development across a range of areas <ul style="list-style-type: none"> ○ Professional/Employment Skills: <ul style="list-style-type: none"> ▪ Work ethics, punctuality, teamwork, time management ▪ Role-specific experience and technical knowledge ○ Personal Development: <ul style="list-style-type: none"> ▪ Confidence, motivation, problem-solving, adaptability ○ Career Progression:

	<ul style="list-style-type: none"> ▪ Enhancing CVs, building networks, gaining references ▪ Gaining insight into potential career paths ○ Social and Community Awareness: <ul style="list-style-type: none"> ▪ Understanding different communities or customer groups ▪ Developing empathy and cultural awareness ○ Pathways to Paid Work: <ul style="list-style-type: none"> ▪ Opportunities to impress employers ▪ Transitioning from voluntary to paid roles
<p>2. Be able to undertake unpaid work.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Helping learners to identify and source a suitable unpaid work placement which matches their own skill set <ul style="list-style-type: none"> ○ Reviewing strengths, interests, and areas for development ○ Matching skills sets to relevant roles (e.g., good with people = retail or care; practical skills = trades or maintenance) ○ Research and sourcing methods: <ul style="list-style-type: none"> ▪ Searching online volunteering/job boards (e.g., Do-it.org, Volunteering Matters) ▪ Contacting local charities, community centers, or employers directly ▪ Seeking support from tutors, careers advisors, or placement coordinators ○ Suitability checks: <ul style="list-style-type: none"> ▪ Location, availability, accessibility, health needs ▪ Alignment with career goals or personal development areas • Working with learners to organise and supporting them to complete an unpaid work placement <ul style="list-style-type: none"> ○ Working within boundaries of own role ○ Understanding the job description or agreed tasks ○ Not overstepping into staff responsibilities or tasks requiring qualifications ○ Being reliable and punctual within agreed hours ○ Referring matters or seeking help when appropriate ○ Knowing when and how to ask for help ○ Reporting issues, concerns, or uncertainty to supervisors ○ Seeking clarification on unfamiliar tasks or procedures • Ensuring learners are equipped to undertake work placement under appropriate safe, responsible working practices. <ul style="list-style-type: none"> ○ Complying with organisational health and safety procedures ○ Following induction guidance and wearing any necessary PPE ○ Reporting hazards or incidents ○ Adhering to rules around equipment use, manual handling, or lone working ○ Participating in emergency procedures (e.g., fire drills)
<p>3. Be able to evaluate own performance.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Supporting learners in developing reflective practice and presentation skills by presenting their unpaid work placement experience, highlighting the knowledge gained and its relevance to future career planning. • Providing a structure for learners' presentation including

	<ul style="list-style-type: none"> • Description of the Work Placement <ul style="list-style-type: none"> ○ Name and type of Organisation ○ Role or job title ○ Tasks and responsibilities ○ Duration and number of hours completed ○ Overview of the working environment (team structure, supervision, setting) • Encouraging learners to think critically about: <ul style="list-style-type: none"> ○ What went well during their unpaid work placement ○ What challenges they faced and how they overcame them ○ Feedback received from supervisors or colleagues • Identifying Skills and Knowledge Gained <ul style="list-style-type: none"> ○ Practical/technical skills (e.g., IT use, communication, problem-solving, using equipment, completing tasks, handling customers) ○ Transferable skills (e.g., communication, time management, teamwork, initiative) ○ Workplace awareness (e.g., understanding of expectations, routines, health and safety) ○ Professional behaviours (e.g., punctuality, teamwork, adaptability) • Applying Learning to the Future <ul style="list-style-type: none"> ○ How the new skills or knowledge can: <ul style="list-style-type: none"> ○ Be included on a CV or in a job application ○ Support progression to further education or training ○ Build confidence for future work environments ○ Clarify future career interests or ambitions • Relevance to Future Career Choices <ul style="list-style-type: none"> ○ Connections between placement tasks and potential careers ○ Impact on motivation, confidence, and decision-making ○ Identification of interests or strengths for further development ○ Next steps: further training, courses, volunteering, job search
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11. Quality Assurance of Centre Performance

11.1 Internal Assessment

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

The Assessor should work with the Internal 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 these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

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

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

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

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

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

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

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

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

11.2 Internal 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 these qualifications. 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 these qualifications must carry out internal standardisation activities prior to the claim for certification.

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

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal 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 these qualifications within 20 days of commencement of the delivery of the programme.

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

12.2 Certification

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

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

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

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5 Retention of Evidence

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

OCN NI Level 2 Award in Employability Skills

Qualification Number: 603/4359/X

OCN NI Level 2 Certificate in Employability Skills

Qualification Number: 603/4360/6

Operational start date: 15 April 2019

Review date: 30 June 2029

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Adapt	To modify or adjust something in response to new conditions or environments. It implies the ability to change or alter in order to fit a different purpose, situation, or context.	The learner would be expected to modify or tailor their response to suit the specific requirements or context provided in the task. Adapting may involve rethinking or reshaping their approach based on feedback or challenges. For instance, if new information is introduced during the task, they might need to incorporate that seamlessly into their response. The learner should ensure their response is directly relevant to the given context. This would demonstrate they have successfully adjusted their approach to align with the specific expectations.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Carry out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.
Check	To inspect, verify, and confirm the accuracy, functionality, and suitability of information, items, or equipment to ensure the quality and	The learner will be expected to thoroughly inspect and test information, items, or equipment, ensuring accuracy, functionality, and readiness, and document the process and results to meet

	reliability of produced items or informed understanding.	required standards. This involves cross-referencing with reliable sources, guidelines, or standards to confirm that they meet the required criteria and are fit for purpose.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.
Complete	To finish a task fully and accurately, producing items or achieving understanding as required by the task objectives.	The learner will be expected to comprehend the task's objectives and what is required to achieve them. This involves following steps accurately, managing time well, and ensuring the final product meets high standards and is completed on time. The learner pays close attention to details throughout the task. This involves being meticulous in performing each part of the task to ensure nothing is overlooked or done incorrectly. The learner produces high-quality items or achieves a thorough understanding as a result of completing the task. The learner reviews the completed task to ensure all objectives are met. This involves evaluating the output for accuracy, completeness, and quality, and making any necessary adjustments or corrections.
Define	Description of what a term means and its application i.e. to specify meaning.	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance.
Deliver	To bring or transport something to a particular person or place, to carry out an action or task, or	The learner is expected to produce or present something tangible. The learner needs to demonstrate that they can bring about or produce the

	to provide or produce something as promised or expected.	required outcome. The expectation may be to deliver a presentation, so the learner should focus on presenting the task in a clear and effective manner through well-structured and informative content.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use the features of a cloud-based system process and/or tool to train and validate a machine learning model, requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Develop	The process of creating, improving or expanding something over time.	The learner will be expected to create, enhance or expand something. This may involve: creating new ideas, projects or solutions – Improving existing skill, knowledge or products – expanding upon current understand or capabilities to achieve great depth or breath.
Explain	Make clear a given subject matter and / or give reasons for and/or the procedure in a given situation or regarding a given subject matter / Setting out purposes or reasons.	The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for its importance and / or significance. The learner will be expected to demonstrate a detailed comprehension of the subject matter.
Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
Identify	To select and list appropriate items from information that you have been given or	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of

	collected.	data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Implement	To effectively carry out and execute processes, procedures, or plans, ensuring they are completed as intended	The learner will be expected to have a clear comprehension of the process or procedure to be implemented. This involves understanding the steps, objectives, and expected outcomes. The learner must develop a plan to execute the process. This involves organising resources, setting timelines, and preparing for potential challenges. The learner must carry out the process according to the plan. This involves following the steps meticulously and ensuring that each action is performed correctly.
Modify	To change, adapt, or improve an item, activity, or process to meet specific requirements, enhance functionality, or achieve desired outcomes.	The learner will be expected to have a thorough understanding of the original item, activity, or process. This involves knowing its components, purpose, and current functionality. The learner identifies specific areas or aspects that need modification. The learner creates a detailed plan for the modifications. This includes outlining the changes to be made, the methods and tools to be used, and the expected

		outcomes. The learner performs the modifications accurately and systematically. The learner tests and evaluates the modified item, activity, or process to ensure it meets the desired outcomes. The learner documents the modification process and outcomes.
Negotiate	To reach an agreement that works for both sides. It often involves exploring different ideas, making compromises and finding a solution that all sides are happy with.	The learner will be expected to show they understand how to negotiate in practical, every day and work situations. The learner should be able to actively listening, express own needs clearly, find compromise, stay calm and polite and make suggestions.
Obtain	To get something, especially by working for it, asking for it or through effort. It can refer to gaining an object, information, permission or a result.	The learner will be expected to show they understand how to obtain something through effort, communication or following a process.
Outline	To give general idea and overview without going into detail.	The learner will be expected to review a topic or concept and provide a brief summary that highlights the main points or key elements, without delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely.
Prepare	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines	The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.
Present	To effectively communicate and display information or items in a clear, organized, and engaging manner to enhance understanding and convey key messages to an audience.	The learner will be expected to have a thorough understanding of the content being presented. This involves knowing the key points, data, or items and their significance. The learner organises the content logically and coherently. This involves structuring the presentation in a way that flows naturally and is easy for the audience to follow. The learner

		ensures that the presentation is clear and easy to understand. The learner engages the audience through effective communication techniques. The learner effectively uses visual aids, such as slides, charts, diagrams, or props, to enhance the presentation. The learner presents with confidence and delivers the content smoothly. The learner is able to respond to questions and engage in discussions with the audience.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Provide (information)	To supply or deliver information or items to another person in a clear, accurate, and timely manner.	The learner will be expected to ensure that the information or items supplied are presented in a clear and understandable manner. The learner must verify that the information or items provided are correct and reliable. This involves cross-checking facts, ensuring the quality of items, and being precise in the delivery. The learner must ensure that the information or items supplied are relevant to the recipient's needs and context. The learner must provide the information or items within an appropriate timeframe. The learner must effectively communicate the provided information or items, ensuring that the recipient understands how to use or act upon them.

Record	To write down, save or keep information so it can be used later.	The learner will be expected to show an understanding how to record information clearly, accurately and in a way that others can understand or use later.
Reflect	To critically analyse and evaluate own performance, activities, knowledge, or viewpoints to gain insights, identify areas for improvement, and enhance personal and professional development.	The learner will be expected to demonstrate an understanding of their own actions, thoughts, and feelings. The learner critically evaluates their own performance, activities, knowledge, or viewpoints. The learner gains insights from their reflection, understanding the reasons behind their successes and failures. The learner sets specific, measurable, achievable, relevant, and time-bound (SMART) goals for improvement based on their reflection. The learner applies the insights and goals from their reflection to future activities or situations.
Review	To critically evaluate or examine. Carry out analysis of activity and / or information produced, identifying and making changes to improve the activity or information produced.	The learner will be expected to demonstrate their ability to critically engage with material through thorough evaluation or examination using the key steps of understanding, analysis, summarizing and feedback. This may be in various contexts, like academics, work, or even day-to-day tasks.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.

<p>Summarise</p>	<p>To provide a brief account giving the main points of a topic or range of topics.</p>	<p>The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.</p>
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