Qualification Specification:

OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland

- **Qualification No: 610/0132/6**

Version: 2.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New Format	V2.0 December 2025

2. Contents

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.

OCN NI Contact Details

Open College Network Northern Ireland
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90 463990
Website: **www.ocnni.org.uk**
Email: info@ocnni.org.uk

4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland.**

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

The qualification specification will detail the following aspects of the OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland.

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualifications.

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

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

4.1   Additional Support

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

- **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 this qualification. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

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

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland

Qualification Number: 610/0132/6

Operational start date: 15 November 2021
Review date: 02 November 2031

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

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

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

5.2 Sector Subject Area

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

Subject Area: 1.3   Health and social care

Link to NOS: National Occupational Standards - Skills for Care

5.3   Grading

Grading for this qualification is pass/fail.

5.4   Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland is to provide learners with induction training in health and social care and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Qualification's Objectives

The objectives of the OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland will provide learners with induction training to enable progression into a range of health and social care related functions and job roles. The learner will develop skills and knowledge in the following:

- building resilience and self-care
- communication skills
- understanding health and safety
- person-centred values in adult social care
- responsibilities and duty of care as an adult social care worker
- continuing professional development
- understanding protection and safeguarding in a social care context

5.5   Target Learners

The OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland will be targeted at learners who currently work or plan to work in a wide range of settings and roles in the Health and Social care sector.

5.6   Entry Requirements

Learners must be at least 18 years of age and currently work or wish to work in health and social care.

Learners must be able to evidence competencies in a real work environment.

Learners will be required to have sufficient literacy and numeracy skills to enable them to successfully complete the qualification.

5.7   Progression

The OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland will enable learners to progress to the OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland) and higher level qualifications in health and social care specialist and related areas.

5.8   Delivery Language

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

6. Centre Requirements for Delivering this Qualification

6.1   Centre Recognition

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

6.2   Qualification Approval

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

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

6.3   Centre Staffing

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

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

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

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6.4 Tutor Requirements

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

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of three years' relevant experience in the health and social care sector. 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.

The qualification has been designed to provide learners within health and social care, training aligned to the Health and Social Care Apprenticeship Framework and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

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

6.5 Assessor Requirements

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

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

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification 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. They must have three years' experience in the health and social care sector. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a level 3 qualification inn assessment; or must have attended the OCN NI Assessment Training.

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

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

6.6   Internal Quality Assurer Requirements

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

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland is a unitised qualification on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. This qualification will provide learners with induction training to enable progression into a range of health and social care related functions and job roles.

7.2 Qualification Level

In the context of the OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 3, which signifies a higher 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 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland	
Total Qualification Time (TQT):	290 hours
Total Credits Required:	29 credits
Guided Learning Hours (GLH):	203 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland** learners must complete 29 credits.

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8. Assessment Structure

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

8.1   Assessment Guidance: Portfolio

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

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

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

8.2   Understanding the Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 3.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland

In order to achieve the OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland the learner must successfully complete 29 credits.

Total Qualification Time (TQT) for this qualification: 290 hours
Guided Learning Hours (GLH) for this qualification: 203 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
L/650/0542	CBF608	Building Resilience and Self-Care to Address Challenges Associated with Working in Adult Social Care Practice	2	14	Three
M/650/0543	CBF609	Communication in Adult Social Care	3	21	Three
R/650/0544	CBF610	Health and Safety in Adult Social Care	4	28	Three
T/650/0545	CBF612	Person-Centred Values in Adult Social Care	3	21	Three
Y/650/0546	CBF613	Adult Social Care Worker - Responsibilities and Duty of Care	5	35	Three
A/650/0547	CBF615	Continuing Professional Development in Adult Social Care	3	21	Three
D/650/0548	CBF616	Understanding Protection and Safeguarding in a Social Care Context	3	21	Three
F/650/0549	CBF617	Understanding Team Management in Health and Social Care	6	42	Three

10. Unit Content

10.1 Building Resilience and Self-Care to Address Challenges Associated with Working in Adult Social Care Practice

Title	Building Resilience and Self-Care to Address Challenges Associated with Working in Adult Social Care Practice
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBF608
Unit Reference No	L/650/0542

Unit purpose and aim(s): This unit will enable the learner to understand the types of situations that can cause them stress and potential emotional challenges while working in adult social care and identification of sources of support and how to build resilience and self-care.

Learning Outcomes	Assessment Criteria

1. Understand negative stress, resilience and importance of self-care.	1.1. Explain what is meant by the term negative stress in relation to an individual.
	1.2. Explain the importance of self-care to the adult social care worker
	1.3. Compare and contrast negative and positive stress.
	1.4. Summarise three common physical signs and indicators of negative stress.
	1.5. Summarise two common emotional signs and indicators of negative stress.
	1.6. Summarise two circumstances that may trigger own stress.
	1.7. Evaluate two potential impacts of high levels of negative stress in the adult social care workforce on each of the following:
	   a) individuals receiving care and support
	   b) adult social care settings and organisations
	1.8. Explain three appropriate ways to manage negative stress and build resilience.

2. Understand the challenges associated working in a team within adult social care.	2.1. Summarise three factors that may contribute to stressful situations within work teams and at least three sources of support and guidance to assist with addressing these challenges.

3. Understand the reporting procedures and bodies within adult social care.	3.1. Summarise the policy and procedures to be followed if an individual witnesses poor or dangerous practices in an adult social care setting.
	3.2. Explain the importance of reporting bullying or coercive behaviour which has been personally experienced or witnessed.
	3.3. Identify for each of the following within the Northern Ireland adult social care system:
	   a) one regulatory body which inspects and monitors quality of provision
	   b) one statutory body which has investigative powers that can be applied to health and social care settings

4. Understand how training and support assists adult social care workers to deal with challenging situations, accidents or sudden illnesses.	4.1. Summarise at least three different types of accidents or sudden illnesses that may occur in an adult social care setting.
	4.2. Summarise procedures to be followed if an accident or sudden illness should occur in the care worker or individuals they come into contact with as part of their role.
	4.3. Explain why it is important for emergency first aid tasks to be solely carried out by qualified first aiders.
	4.4. Summarise two types of challenging behaviours that may be encountered in adult social care settings.
	4.5. Explain the importance of receiving appropriate training and support in dealing with incidences of challenging behaviours.
	4.6. Explain the benefits associated with adult social care workers accessing appropriate support while working with individuals who have either complex needs, critically ill or at end of life.
5. Understand adult social care roles, contracts of employment and maintaining professional boundaries.	5.1. Compare and contrast a working relationship with a personal relationship.
	5.2. Explain why it is important to adhere to the boundaries of agreed scope of own job role.
	5.3. Summarise four terms and conditions that may appear on a contract of employment within adult social care.
	5.4. Summarise at least two reasons why an adult social care worker must understand and adhere to their contract of employment.
	5.5. Identify two sources of advice and support if an adult social care worker has concerns about a contract of employment and how they may be accessed.
	5.6. Explain why an adult social care worker should seek support and guidance if asked to perform a task that they do not feel confident with or have not been trained for.

Assessment Guidance

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

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

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

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10.2 Communication in Adult Social Care

Title	Communication in Adult Social Care
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF609
Unit Reference No	M/650/0543

Unit purpose and aim(s): This unit will enable the learner to understand the importance of effective communication in adult social care settings, appropriate information sharing and ways to overcome barriers to meet individual needs and preferences.

Learning Outcomes	Assessment Criteria
1. Understand what is meant by effective communication in adult social care settings.	1.1. Explain why effective communication is important for the well-being of individuals. 1.2. Explain why effective communication with others is important within an adult social care setting. 1.3. Summarise three features of effective communication. 1.4. Analyse at least three reasons why it is important to develop and maintain effective relationships with individuals and carers.
2. Understand how to meet the communication needs of an individual.	2.1. Explain why it is important to establish the communication and language needs, wishes and preferences of an individual. 2.2. Explain three different communication methods. 2.3. Summarise why it is important to take account of an individual's reactions when communicating with them.
3. Understand how to reduce barriers to communication.	3.1. Evaluate potential barriers to communication and how they may be addressed. 3.2. Summarise at least three ways to confirm that communication has been understood. 3.3. Identify three sources of information, support or services to reduce barriers to effective communication.
4. Understand the application of appropriate information handling in adult social care settings.	4.1. Explain what is meant by the term confidentiality. 4.2. Summarise the key aspects of two pieces of legislation relating to confidentiality and the recording, storing and sharing of information in adult social care settings. 4.3. Explain how confidentiality can establish and maintain the trust and confidence of individuals and others. 4.4. Analyse three situations where information normally considered to be confidential might be shared. 4.5. Summarise how and when to seek advice about confidentiality and record keeping. 4.6. Summarise actions to be taken when there are concerns over confidentiality and record keeping.

5. Understand how to share information appropriately as part of an effective adult social care team.	5.1. Explain the importance of effective team communication when sharing information to support provision of quality care.
	5.2. Summarise four appropriate methods of sharing information used by relevant adult social care team members.
	5.3. Evaluate the possible outcomes if information is not effectively shared within an adult social care team for both the individual and adult social care worker

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work 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

10.3 Health and Safety in Adult Social Care

Title	Health and Safety in Adult Social Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF610
Unit Reference No	R/650/0544

Unit purpose and aim(s): This unit will enable the learner to understand the importance and basic principles of maintaining effective health and safety within adult social care settings.

Learning Outcomes	Assessment Criteria

1. Understand own and other's responsibilities relating to health and safety in adult social care settings.	1.1. Outline relevant legislation relating to general health and safety in adult social care settings.
	1.2. Explain the main health and safety responsibilities for each of the following:
	   a) adult social care worker
	   b) employer and / or manager
	   c) others in the adult social care setting
	1.3. Summarise at least three tasks relating to health and safety that should not be carried out without specific training.
	1.4. Summarise how to access additional support and information relating to health and safety.
	1.5. Explain four different types of accidents or sudden illnesses that may occur in an adult social care setting and associated procedures to be followed.
	1.6. Explain fire safety procedures in an adult social care setting and fire prevention practices to prevent fires from starting and spreading.
	1.7. Explain methods for dealing with emergencies or security breaches in the adult social care workplace.
	1.8. Summarise measures that adult social care workers should take to protect own and other's security when accessing or exiting premises.
	1.9. Summarise measures that adult social care workers should take while lone working and travelling to maintain their safety, including how to clearly communicate their whereabouts.

2. Understand health and safety risk assessments in adult social care.	2.1. Explain what is meant by the term risk assessment and the five key steps when conducting a risk assessment.
	2.2. Explain why it is important to assess health and safety hazards in relation to the following:
	   a) work setting
	   b) particular activities
	   c) health and hygiene
	2.3. Summarise how and when an adult social care worker should report identified potential health and safety risks

		2.4.	Explain using examples how a risk assessment can assist in addressing conflicts between rights and health and safety concerns.
		2.5.	Summarise why it is important to monitor and review risk assessments.
3.	Understand how to reduce the spread of infection.	3.1.	Summarise organisational and legislative requirements, policies, procedures and systems regarding prevention and control of infection.
		3.2.	Illustrate the recommended method for hand washing.
		3.3.	Summarise three practices which are used in adult social care settings to reduce the spread of infection including the use of personal protective equipment (PPE).
		3.4.	Identify three different types of PPE.
		3.5.	Summarise poor practices that may lead to the spread of infection.
		3.6.	Summarise the ways an infective agent can enter the body.
		3.7.	Explain ways in which an adult social care worker's own health or hygiene may pose a risk to an individual or others.
		3.8.	Explain the potential impact of an outbreak of infection on both the individual and an adult social care setting.
4.	Understand the principles for the use of medication in social care settings.	4.1.	Summarise legislation that governs the use of medication in social care settings.
		4.2.	Outline the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication.
		4.3.	Describe the difference in supporting the use of medication and administering medication.
		4.4.	Outline the seven rights of medication administration.
		4.5.	Describe how to complete the following tasks in line with agreed ways of working: a) receive supplies of medication b) store medication safely c) dispose of unused or unwanted medication safely
5.	Know how to store, use and dispose of hazardous substances and material.	5.1.	Summarise key features of two pieces of legislation which relate to the storage, use and disposal of hazardous substances and material.
		5.2.	Identify three hazardous substances and materials that may be found in an adult social care setting.
		5.3.	Explain safe practices in relation to the following in an adult social care setting: a) storage of hazardous substances and materials b) use of hazardous substances and materials c) disposal of hazardous substances and materials
6.	Understand the principles of the safe moving and handling of individuals, equipment and other objects.	6.1.	Summarise key features of legislation relating to moving and handling in adult social care settings.

	6.2. Summarise the main principles for moving and handling equipment and other objects safely.
	6.3. Explain why it is important for an adult social care worker to have specialist training before assisting and moving an individual.
	6.4. Explain why it is important for adult social care workers to have a comprehensive knowledge and understanding of an individual's risk assessment and care plan prior to carrying out moving and handling procedures.
	6.5. Explain why it is important for adult social care workers to communicate with an individual and to observe them during all moving and handling procedures.

Assessment Guidance

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

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

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10.4 Person-Centred Values in Adult Social Care

Title	Person-Centred Values in Adult Social Care
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF612
Unit Reference No	T/650/0545

Unit purpose and aim(s): This unit will enable the learner to understand the principles and values of person-centred support as a fundamental component of adult social care.

Learning Outcomes	Assessment Criteria
1. Understand person-centred values in adult social care.	1.1. Explain what is meant by the term person-centred values. 1.2. Define the values and person-centred approaches that underpin adult social care practice. 1.3. Summarise the importance of using a person-centred approach in promoting an individual's sense of identity and self-esteem. 1.4. Explain why it is important to establish an appropriate mode of communication to identify the history, preferences, beliefs, culture, values, language, wishes and needs of an individual. 1.5. Summarise why it is important from a person-centred values approach to continually monitor and review the care or support plan of an individual.
2. Understand person-centred assessment and planning.	2.1. Explain the importance of using a holistic approach for the assessment and planning for the care or support needs of an individual. 2.2. Summarise ways of supporting the individual to lead the assessment and planning process. 2.3. Explain the importance of providing support that respects the individual's culture, preferences and wishes. 2.4. Explain at least two methods by which the assessment and planning process or documentation may be adapted to maximise an individual's ownership and control. 2.5. Explain why it is important that an individual's plan of care or support are reviewed regularly.
3. Understand how to encourage active participation, collaboration, well-being and the promotion of independence.	3.1. Explain what is meant by the following terms: a) active participation b) collaboration c) well-being 3.2. Explain how active participation and collaborative working with individuals and others may promote independence in daily living. 3.3. Summarise the key features of three approaches that may contribute to an environment that promotes well-being.

	3.4. Summarise three ways to reduce barriers and encourage active participation and collaborative working in an adult social care setting.
	3.5. Explain how to support individuals to develop and maintain social networks and relationships.
	3.6. Explain why it is important that adult social care workers support individuals to manage daily living as independently as possible.
	3.7. Summarise how active participation and collaborative working can positively impact the individual and their well-being while protecting their rights.
4. Understand how to support the individual's right to make choices.	4.1. Explain what is meant by the term informed choice.
	4.2. Explain the importance of supporting an individual to make informed choices and supporting their autonomy while safeguarding them, where possible, from harm.
	4.3. Explain how the risk assessment processes can be utilised to support the right of an individual to make choices while ensuring that their behaviour does not harm themselves or others.
	4.4. Explain why a practitioner's views, beliefs, wishes and preferences should not influence an individual's choices.
5. Understand the benefits of supporting positive risk taking for individuals.	5.1. Identify four aspects of everyday life in which risk plays a part.
	5.2. Explain why supporting positive risk-taking should be part of a person-centred approach and evaluate the potential consequences of individuals being prevented or discouraged from taking risks.
	5.3. Explain how to support individuals to make informed choices about risks enabling them to: a) consider the positive and negative consequences of their choices b) gain self-confidence c) develop skills d) take an active part in their community
	5.4. Explain why it is important for adult social care workers to record and report all incidents, discussions and decisions concerning risk-taking.
	5.5. Explain the importance of adult social care workers operating within the limits of own role and responsibilities when supporting individuals to take positive risks.

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Assessment Guidance

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

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

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10.5 Adult Social Care Worker - Responsibilities and Duty of Care

Title	Adult Social Care Worker - Responsibilities and Duty of Care
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF613
Unit Reference No	Y/650/0546

Unit purpose and aim(s): This unit will enable the learner to understand the main responsibilities of the adult social care worker and the importance of duty of care.

Learning Outcomes	Assessment Criteria
1. Understand policies, procedures and agreed ways of working in adult social care.	1.1. Compare and contrast what is meant a policy and a procedure in the context of adult social care. 1.2. Explain what is meant by the term agreed ways of working. 1.3. Explain the importance of social care workers upholding public trust and confidence in social care services. 1.4. Evaluate the impact of at least one standard adult social care setting policy on the role of an adult social care worker.

2. Understand the concept and implications of duty of care for the adult social care worker.	2.1. Explain what is meant by the term duty of care.
	2.2. Evaluate at least three ways in which the duty of care affects the role of the adult social care worker.
	2.3. Evaluate at least two conflicts which may arise between the duty of care and an individual's rights.
	2.4. Summarise the procedures to be followed if an individual decides to take an unplanned risk including:
	  a) actions to take
	  b) where to access support/advice
	  c) what to do if risk is likely to cause immediate or imminent danger
	2.5. Explain how duty of care should be maintained while supporting individuals to take risks.

3. Understand the establishment of informed consent when providing care or support.	3.1. Summarise key features of legislation, policies and procedures relating to an individual's capacity. 3.2. Explain the term hat is meant by the term informed consent. 3.3. Explain the importance of establishing informed consent when providing care or support. 3.4. Summarise three ways to obtain consent for an activity or action. 3.5. Summarise steps to be taken if consent cannot be readily established.

4. Understand equality and inclusion.	4.1. Explain what is meant by the following:
	  a) diversity
	  b) equality

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		c) inclusion
		d) discrimination
		4.2. Summarise key features of legislation and codes of practice relating to equality, diversity and discrimination within the context of adult social care.
		4.3. Explain three ways in which discrimination may deliberately or inadvertently occur in different work settings.
		4.4. Evaluate how practices that support equality and inclusion may reduce the likelihood of discrimination.
		4.5. Explain how to challenge discrimination in a way that encourages change.
5.	Understand how to access information, advice and support regarding diversity, equality and inclusion.	5.1. Explain how and when to access information, advice and support regarding diversity, equality and inclusion
		5.2. Summarise three sources of information, advice and support regarding diversity, equality and inclusion and how they may be accessed.
6.	Understand how to manage and respond to formal and informal concerns and complaints.	6.1. Compare and contrast formal and informal complaints.
		6.2. Summarise key features of policies and procedures for managing complaints.
		6.3. Explain how to informally and formally respond to individuals and others who have concerns or complaints
7.	Understand the need for keeping up to date, accurate and legible records in adult social care settings.	7.1. Summarise features of at least two pieces of legislation, policies and procedures for the management of records.
		7.2. Explain why it is important that information held on record is relevant, accurate, up-to-date and legible.
8.	Understand the reporting of adverse events, incidents, errors and near misses.	8.1. Explain what is meant by each of the following:
		a) adverse events
		b) incidents
		c) errors
		d) near misses
		8.2. Illustrate using examples the administrative steps involved in reporting of the following:
		a) adverse events
		b) incidents
		c) errors
		d) near misses
9.	Understand how to work in partnership with others.	9.1. Explain why it is important to work in partnership with others.
		9.2. Summarise the role of five other professionals who may be involved in an individual's life, care and support.
		9.3. Summarise at least three ways of working that may improve partnership working.
		9.4. Illustrate skills and approaches needed for resolving conflicts.
		9.5. Explain how and when to access support and advice regarding:
		a) partnership working
		b) resolving conflicts

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work 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

10.6 Continuing Professional Development in Adult Social Care

Title	Continuing Professional Development in Adult Social Care
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF615
Unit Reference No	A/650/0547

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge required to maintain competency and to be accountable for the quality of adult social care practice through continuing professional development, reflective practice and constructive feedback. The unit will also introduce the learner to career pathway planning.

Learning Outcomes	Assessment Criteria
1. Understand good practice and standards in adult social care.	1.1. Explain the term standard in the context of adult social care. 1.2. Identify relevant standards that influence the way adult social care roles are carried out. 1.3. Summarise what is meant by the following: a) Standards of Conduct b) Standards of Practice 1.4. Explain three ways to ensure that personal attitudes, values or beliefs do not negatively affect the quality of adult social care work.
2. Understand the role of reflective practice within adult social care.	2.1. Explain what is meant by the term reflective practice. 2.2. Explain using examples how reflective practice may promote the development of knowledge and skills of the adult social care worker.
3. Understand how learning activities can develop knowledge, skills and understanding.	3.1. Explain how a learning activity has improved own knowledge, skills and understanding. 3.2. Explain why it is important for an adult social care worker to update and expand knowledge, skills and understanding through regular learning activities and training.
4. Understand how a personal development plan can contribute to own learning and development.	4.1. Explain the importance of social care workers being accountable for the quality of their own work. 4.2. Explain what is meant by the term personal development. 4.3. Explain what an adult social care personal development plan is. 4.4. Summarise who may be involved in the process of developing an adult social care personal development plan and how they can contribute. 4.5. Identify three potential sources of support for own learning and development. 4.6. Explain three potential benefits for adult social care workers using personal development plans. 4.7. Explain why an adult social care personal development should be a continuing process throughout a social care worker's career.

5. Understand the role of feedback and supervision in improving adult social care practice.	5.1. Evaluate how feedback from others has developed own attitude, knowledge, skills and understanding.
	5.2. Compare and contrast using examples formal and informal feedback in an adult social care context and how it may improve own practice.
	5.3. Explain what is meant by supervision in a professional adult social care setting.
	5.4. Evaluate the processes of supervision and appraisal in a professional adult social care setting.
6. Understand career pathways available within the health and social care sector.	6.1. Summarise four different types of professional pathways within the health and social care sector.
	6.2. Analyse own potential career progression pathway and the contribution two sources of support and information may be able to make.

Assessment Guidance

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

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

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10.7 Understanding Protection and Safeguarding in a Social Care Context

Title	Understanding Protection and Safeguarding in a Social Care Context
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF616
Unit Reference No	D/650/0548

Unit purpose and aim(s): This unit will enable the learner to understand protection and safeguarding. The learner will also be able to identify signs and symptoms of abuse and possible contributory factors, know how to respond to suspected or alleged abuse, understand ways to reduce the likelihood of abuse and be able to identify and report unsafe practices.

Learning Outcomes	Assessment Criteria
1. Understand protection and safeguarding.	1.1. Explain what is meant by the following terms: a) protection of individuals at risk b) individuals in need of protection c) safeguarding children d) harm, abuse and neglect 1.2. Explain the boundaries of confidentiality and when it is appropriate to share information. 1.3. Classify individuals and organisations responsible for protecting: a) individuals at risk b) individuals in need of protection c) safeguarding children 1.4. Summarise sources of support and information in relation to protection and safeguarding.
2. Understand signs and symptoms of abuse and possible contributory factors.	2.1. Define the following types of abuse and describe the signs and/or symptoms associated with them: a) physical abuse b) sexual abuse c) emotional/psychological abuse d) financial abuse e) institutional abuse f) self-neglect g) neglect by others h) exploitation i) domestic violence and abuse j) human trafficking k) hate crime 2.2. Explain factors that may contribute to an Individual being more vulnerable to abuse.
3. Know how to respond to suspected or alleged abuse.	3.1. Explain appropriate action to be taken in the event of the following: a) suspicion that an individual is being abused b) an individual alleges that they are being abused 3.2. Explain methods to ensure that evidence of abuse is preserved.
4. Understand the national and local context of safeguarding and protection from abuse.	4.1. Summarise national policies and local procedures that relate to safeguarding and protection from abuse.

		4.2. Summarise sources of information and advice in relation to own role in safeguarding and protecting individuals from abuse.
5. Understand ways to reduce the likelihood of abuse.		5.1. Evaluate how the likelihood of abuse may be reduced by: a) working with person centred values b) encouraging active participation c) promoting choice and rights 5.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
6. Know how to identify and report unsafe practices.		6.1. Summarise unsafe practices that may affect the well-being of individuals. 6.2. Explain action to be taken if unsafe practices have been identified. 6.3. Explain action to be taken if suspected abuse or unsafe practices have been reported and to date no action has been taken.

Assessment Guidance

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

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

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10.8 Understanding Team Management in Health and Social Care

Title	Understanding Team Management in Health and Social Care
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF617
Unit Reference No	F/650/0549

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge necessary to support and enable health and social care teams to work effectively and to enable their development.

Learning Outcomes	Assessment Criteria
1. Understand the difference between leadership and management.	1.1. Define what is meant the terms leadership and management. 1.2. Compare and contrast leadership and management roles.
2. Know how to support health and social care team development and manage conflicts.	2.1. Analyse the stages of team development using an appropriate model. 2.2. Summarise challenges experienced by developing and established teams and how they may be overcome. 2.3. Compare and contrast methods of addressing conflict within a team.
3. Understand the management of effective health and social care teams.	3.1. Explain the features of effective team performance. 3.2. Analyse at least four different management styles and how they may influence team performance. 3.3. Analyse methods of developing and maintaining trust and accountability within a team.
4. Understand the effective management of communications within a health and social care team.	4.1. Describe the appropriate lines of communication to team members within a given organisation. 4.2. Explain the importance of agreeing with team members the appropriate communications processes. 4.3. Explain the importance of regularly assessing the effectiveness of team communications.
5. Understand appraisal and supervision in health and social care.	5.1. Explain the purpose of appraisal and supervision in health and social care. 5.2. Compare and contrast the role of appraisal and supervision in health and social care.
6. Understand the management of underperformance.	6.1. Summarise the features of common organisational policies and procedures of the following: a) discipline b) grievance c) dealing with underperformance 6.2. Summarise how to identify causes of underperformance. 6.3. Explain the purpose of making individuals aware of their underperformance clearly but sensitively. 6.4. Summarise how to agree a course of action to address an individual's underperformance.

Assessment Guidance

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

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

11. Quality Assurance of Centre Performance

11.1 Internal Quality Assurance

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

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

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

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

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

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

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

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

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

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

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

11.4 External Quality Assurance

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

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

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

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

11.5 Standardisation

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

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

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

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

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

12. Administration

12.1 Registration

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

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

12.2 Certification

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

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

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Open College Network Northern Ireland (OCN NI)
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90 463990
Email: info@ocnni.org.uk
Web: **www.ocnni.org.uk**