

Qualification Specification for:

OCN NI Level 2 Award in Vocational Skills

- **Qualification No: 601/4266/2**

OCN NI Level 2 Certificate in Vocational Skills

- **Qualification No: 601/4284/4**

OCN NI Level 2 Diploma in Vocational Skills

- **Qualification No: 601/4289/3**

Qualification Regulation Information

OCN NI Level 2 Award in Vocational Skills

Qualification Number: 601/4266/2

Operational start date: 01 September 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Certificate in Vocational Skills

Qualification Number: 601/4284/4

Operational start date: 01 September 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Diploma in Vocational Skills

Qualification Number: 601/4289/3

Operational start date: 01 September 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

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

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

OCN NI Contact Details

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

Phone: 028 90463990
Web: **www.ocnni.org.uk**

Foreword

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

→ **OCN NI Level 2 Award in Vocational Skills**
→ **OCN NI Level 2 Certificate in Vocational Skills**
→ **OCN NI Level 2 Diploma in Vocational Skills**

This specification sets out:

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

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

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

Contents

About Regulation 5
OCN NI 5
Qualification Summary 6
Sector Subject Area 6
Qualification Target Group 6
Grading 6
Progression Opportunities 6
NI Entitlement Framework 7
Entry Requirements 7
Ensuring Health and Safety of Learners 7
Qualification Support 7
Delivery Languages 7
Centre Requirements for Delivering the Qualification 8
Centre Recognition and Qualification Approval 8
Centre Staffing 8
Tutors 8
Assessors 8
Internal Verification 9
Structure and Content 10
Unit Details 22
Quality Assurance of Centre Performance 258
External Verification 258
Standardisation 258
Administration 259
Registration 259
Certification 259
Charges 259
Equality, Fairness and Inclusion 259
Retention of Evidence 259

About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

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

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

Qualification Summary

The OCN NI qualifications in Vocational Skills at Level 2 are designed to provide learners with further skills and knowledge required for working in a range of sector areas including Building and Construction, Catering, Communication Technology and Office Skills, Core Skills, Creative Arts, Crafts and Performance, Horticulture, Salon Skills for Hair and Beauty, Social Care and Early Years, Sport and Leisure and Vehicle Care and Maintenance. The qualifications give learners an opportunity to gain valuable generic skills for work.

Sector Subject Area

14.1 Foundations for learning and life

Qualification Target Group

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

Grading

Grading for these qualifications is pass/fail.

Progression Opportunities

The OCN NI Level 2 qualifications in Vocational Skills enable progression to further OCN NI qualifications and/or into employment.

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.

Entry Requirements

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

Ensuring Health and Safety of Learners

Within the suite of vocational skills qualifications, the health, safety and security of learners are paramount. The centre must ensure that learners operate in a safe and secure environment.

Qualification Support

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

Delivery Languages

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

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

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

Assessors

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

Assessors must:

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

Internal Verification

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

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

Internal Verifiers must:

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

Internal verifiers are required to:

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

Structure and Content

The information below summarises the structure of these qualifications.

OCN NI Level 2 Award in Vocational Skills

In order to achieve the qualification learners must complete a total of 6 credits. 2 credits must be taken from the mandatory unit. The remaining 4 credits can be taken from any group.

Total Qualification Time (TQT) for this qualification: 60 hours
Guided Learning Hours (GLH) for this qualification: 48 hours

OCN NI Level 2 Certificate in Vocational Skills

In order to achieve the qualification learners must complete a total of 15 credits - 2 credits from the mandatory unit and a minimum of 3 credits must be taken from the Core Skills group up to a maximum of 9 credits. The remaining credits may be taken from any group.

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

OCN NI Level 2 Diploma in Vocational Skills

In order to achieve the qualification learners must complete a total of 40 credits – 2 credits from the mandatory unit and a minimum of 3 credits must be taken from the Core Skills group up to a maximum of 18 credits. The remaining credits may be taken from any group.

Total Qualification Time (TQT) for this qualification: 400 hours
Guided Learning Hours (GLH) for this qualification: 320 hours

****Please note that the units highlighted in RED in the unit summary table may not be appropriate for delivery within a school-based environment.***

If your centre wishes to be considered for delivery of any of these units, please contact a member of the OCN NI Business Team for an Exemptions Approval Form.

The qualifications consist of the following units:

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
Mandatory Unit					
L/506/6506	CBA313	Career Preparation and Planning	20	2	Two

Core Skills					
D/506/6512	CBA319	Health and Safety in a Working Environment	30	3	Two
F/506/6504	CBA311	Active Citizenship in the Community	10	1	Two
J/506/6505	CBA312	Applying for Employment	30	3	Two
R/506/6507	CBA314	Communication Skills for the Individual	30	3	Two
Y/506/6508	CBA315	Effective Interview Skills	10	1	Two
D/506/6509	CBA316	Effective Leadership Skills	30	3	Two
R/506/6510	CBA317	Employment Legislation, Contracts and Pay	20	2	Two
Y/506/6511	CBA318	Equal Opportunities	30	3	Two
H/506/6513	CBA320	Improving Assertiveness	10	1	Two
K/506/6514	CBA321	Interpersonal Skills for the Individual	30	3	Two
M/506/6515	CBA322	Promoting Self-Improvement	10	1	Two
T/506/6516	CBA323	Rights and Responsibilities of Citizenship	30	3	Two
A/506/6517	CBA324	Setting and Achieving Personal Goals	30	3	Two
F/506/6518	CBA325	Skills for Conflict Resolution	30	3	Two
J/506/6519	CBA326	Skills for Decision Making	30	3	Two
A/506/6520	CBA327	Teamwork Skills in Practice	30	3	Two
F/506/6521	CBA328	Time Management Skills	20	2	Two
J/506/6522	*CBA329	Using Effective Communication Skills in the Workplace	30	3	Two

L/506/6523	CBA330	*Using Problem Solving Skills in the Workplace	20	2	Two
R/506/6524	CBA331	Study Skills and Learning Styles	10	1	Two
Y/506/6525	CBA332	Diversity within Society	30	3	Two
D/506/6526	CBA333	Oral Presentation Skills in Practice	30	3	Two
H/506/6527	CBA334	Personal Confidence and Self-Esteem	30	3	Two
K/506/6528	CBA447	Skills in Customer Service	30	3	Two
M/506/6529	CBA482	Take Part in a Vocational Taster	30	3	Two
H/506/6530	CBA511	Taking Part in an Enterprise Project	30	3	Two
M/507/8423	CBC989	Improving Own Confidence, Health and Personal Presentation	20	2	Two
M/615/2921	CBD728	Promoting Mental Well-being	50	5	Two
A/617/3383	CBE355	*Customer Service for the Retail Environment	30	3	Two
A/617/5490	CBE469	Mental Health, Well-being and Building Resilience	30	3	Two
R/650/4983	CBG149	Implement and Evaluate Competition Entries in Education and Training	30	3	Two
T/650/4984	CBG150	Planning for Skills Competitions in Education and Training	30	3	Two
F/618/6443	CBF255	Business Aims and Objectives	30	3	Two
D/618/6465	CBF278	Business Location	10	1	Two
Y/618/6447	CBF259	Customer Service for Business	30	3	Two
K/618/6467	CBF280	Understanding Enterprise and Entrepreneurial Skills	20	2	Two

F/618/6457	CBF270	Understanding Business Structures	30	3	Two
Building and Construction					
D/506/6445	CBA264	*Building Brick and Block Walls	20	2	Two
D/506/6431	CBA251	*Careers in Building and Construction	40	4	Two
K/506/6433	CBA252	Carpentry and Joinery in Practice	40	4	Two
M/506/6434	CBA253	Construction Drawing Skills	40	4	Two
J/652/3771	CBH056	Cavity Wall Construction	70	7	Two
T/506/6435	CBA254	Developing Carpentry Hand Skills	30	3	Two
A/506/6436	CBA255	*Exploring Brickwork Bonding Skills	30	3	Two
F/506/6437	CBA256	*Exploring Plumbing Practices	30	3	Two
J/506/6438	CBA257	*Floor and Wall Tiling Skills	30	3	Two
F/508/2511	CBA258	*Painting Interior Ceilings and Walls	30	3	Two
F/506/6440	CBA259	*Developing Plastering Techniques	30	3	Two
J/506/6441	CBA260	*Developing Skills in Drawing Plans and Elevations	30	3	Two
L/506/6442	CBA261	*Developing Wallpapering Skills	30	3	Two
R/506/6443	CBA262	*Working with Valves, Taps and Cisterns in Domestic Plumbing	30	3	Two
Y/506/6444	CBA263	*Working with Woodworking Tools	30	3	Two
Y/506/6430	CBA250	Environmental Awareness and Sustainability in Construction	30	3	Two
Catering					
H/506/6446	CBA265	Employment Opportunities within	20	2	Two

		the Hospitality Industry			
K/506/6447	CBA266	*Food and Drink Table Service	20	2	Two
L/506/6456	CBA267	Practical Baking Skills	30	3	Two
R/506/6457	CBA268	Practical Kitchen Skills	30	3	Two
Y/506/6458	CBA269	*Tea and Coffee Counter Service	30	3	Two
D/506/6459	CBA270	Understanding Food and Nutrition	30	3	Two
D/506/6462	CBA271	*Health and Safety for Catering	30	3	Two
K/506/6464	CBA272	*Maintaining, Handling and Cleaning knives	30	3	Two
M/506/6465	CBA273	Preparing Hot and Cold Sandwiches	20	2	Two
T/506/6466	CBA274	Preparing, cooking and finishing basic pasta dishes	30	3	Two
A/506/6467	CBA275	Preparing, cooking and finishing basic soups	30	3	Two
F/506/6468	CBA276	*Understanding the Catering Industry	30	3	Two
J/506/6469	CBA277	*Cooking Meat, Fish and Vegetables	30	3	Two
A/506/6470	CBA278	Food Preparation and Cooking Skills	30	3	Two
F/506/6471	CBA279	Plan and Cook for Healthy Living	30	3	Two
J/506/6472	CBA280	*Customer Service for the Hospitality Industry	30	3	Two
L/506/6473	CBA281	*Handling Food Safely	20	2	Two
R/506/6474	CBA282	Using Grains, Pulses and Dairy Products for Cooking	30	3	Two
Communication Technology and Office Skills					
Y/506/6475	CBA283	Using Bespoke Software	30	3	Two
D/506/6476	CBA284	Using Database Software	40	4	Two

H/506/6477	CBA285	Capturing and Editing Audio Sequences	30	3	Two
M/506/6479	CBA286	Using Digital Imaging and Printing Tools	40	4	Two
H/506/6480	CBA287	Creating and Developing Business Ideas	10	1	Two
K/506/6481	CBA288	Design Software Skills	40	4	Two
M/506/6482	CBA289	Desktop Publishing Skills	40	4	Two
T/506/6483	CBA290	Fundamentals of IT Communication	20	2	Two
A/506/6484	CBA291	Fundamentals of IT Software	30	3	Two
F/506/6485	CBA292	*Fundamentals of using IT	30	3	Two
J/506/6486	CBA293	*Using Computerised Accounting Software	30	3	Two
L/506/6487	CBA294	Using Imaging Software Tools	40	4	Two
R/506/6488	CBA295	*Using IT to Improve Productivity	40	4	Two
Y/506/6489	CBA296	Using Multimedia Software	40	4	Two
L/506/6490	CBA297	Using Email	30	3	Two
R/506/6491	CBA298	Using Presentation Software	20	2	Two
Y/506/6492	CBA299	Using Specialist Software	30	3	Two
D/506/6493	CBA300	Using Spreadsheet Software	40	4	Two
H/506/6494	CBA301	Mobile IT Devices	20	2	Two
K/506/6495	CBA302	Accessing the Internet	40	4	Two
M/506/6496	CBA303	Capturing, Editing and Presenting Video Sequences	30	3	Two
T/506/6497	CBA304	Developing Websites	40	4	Two
A/506/6498	CBA305	Understanding Marketing	30	3	Two

F/506/6499	CBA306	*Understanding the Role of Business Planning	30	3	Two
K/506/6500	CBA307	*Using Project Management Software	40	4	Two
M/506/6501	CBA308	Using Word Processing Software	40	4	Two
T/506/6502	CBA309	*Assisting a Business Meeting	30	3	Two
A/506/6503	CBA310	*Using Office Equipment and Systems	20	2	Two
Creative Arts, Crafts and Performance					
K/506/6531	CBA604	Creative Writing Skills	30	3	Two
M/506/6532	CBA681	Exploring Materials	30	3	Two
T/506/6533	CBA682	Exploring Dance Movements	30	3	Two
A/506/6534	CBA683	*Acoustic Recording Techniques	60	6	Two
F/506/6535	CBA684	*DJing Skills	30	3	Two
J/506/6536	CBA685	*Floristry Skills	30	3	Two
L/506/6537	CBA686	Performance Improvisation Techniques	30	3	Two
R/506/6538	CBA687	Developing Drawing Skills for Painting	30	3	Two
Y/506/6539	CBA688	Developing Physical Theatre Performance Skills	30	3	Two
L/506/6540	CBA689	Drawing Development Methods and Skills	30	3	Two
R/506/6541	CBA690	Musical Ensemble Skills	60	6	Two
Y/506/6542	CBA691	Performance Realisation Skills - Performer	90	9	Two
D/506/6543	CBA692	*Technical Sound and Audio Production	30	3	Two
H/506/6544	CBA693	Undertaking a Solo Performance	60	6	Two

K/506/6545	CBA694	Using the Internet for Promotion within the Creative Arts	30	3	Two
M/506/6546	CBA695	*Technical Theatre Skills	30	3	Two
T/506/6547	CBA696	*Applying Practical Skills and Techniques in the Arts	30	3	Two
A/506/6548	CBA697	Computer Applications in the Arts	30	3	Two
F/506/6549	CBA698	Contemporary Garment Construction	30	3	Two
T/506/6550	CBA699	Digital Photography Skills	30	3	Two
K/506/6576	CBA700	*Life Drawing	30	3	Two
A/506/6551	CBA701	Musical Theatre Performance Skills	30	3	Two
F/506/6552	CBA702	Practical Ceramic Skills	30	3	Two
J/506/6553	CBA703	Practical Craft Skills	30	3	Two
Y/617/7683	CBE630	*Floral Craft	70	7	Two
L/506/6554	CBA704	Set Design and Construction Skills	30	3	Two
R/506/6555	CBA705	Using Mixed Media	30	3	Two
J/508/6463	CBD409	*Film and Video Production	56	7	Two
F/616/8296	CBE091	The Photographic Project	48	6	Two
L/504/4859	CAX330	Linear Drawing	24	3	Two
H/504/4365	CAX218	Art and Design: Colour Theory and Design	24	3	Two
Horticulture					
Y/506/6556	CBA706	Exploring Ecology and Conservation	30	3	Two
D/506/6557	CBA707	Growing Fruit and Vegetables	30	3	Two
K/506/6593	CBA708	Pruning Plants	10	1	Two
M/506/6594	CBA709	*Selling Plants	30	3	Two

T/506/6595	CBA710	Skills for Cultivating Compost and Soils	30	3	Two
A/506/6596	CBA711	Skills for Plant Propagation	30	3	Two
F/506/6597	CBA712	Exploring Landscaping and Ornamental Planting	30	3	Two
J/506/6598	CBA716	Exploring Organic Horticulture	30	3	Two
L/506/6599	CBA717	Selecting Plants	30	3	Two
T/506/6600	CBA718	Skills for Garden Horticulture	30	3	Two
A/506/6601	CBA719	Skills for Herb Cultivation	30	3	Two
F/506/6602	CBA722	*Using a Cropping Environment to Protect Crops	30	3	Two
Salon Skills for Hair and Beauty					
L/506/6604	CBA727	*Understanding Skin Care	30	3	Two
R/506/6605	CBA729	*Make-up Application Skills	30	3	Two
Y/506/6606	CBA730	*Hair Care: Shampoo and conditioning	30	3	Two
D/506/6607	CBA732	*Hair Colouring Treatments	60	6	Two
H/506/6608	CBA733	*Hair Styling Skills	30	3	Two
K/506/6609	CBA735	*Health and Safety in the Salon Environment	20	2	Two
D/506/6610	CBA737	*Manicure Treatments	30	3	Two
H/506/6611	CBA738	*Nail Art Application Skills	20	2	Two
K/506/6612	CBA739	*Pedicure Treatments	30	3	Two
M/506/6613	CBA746	*Promoting Products and Services in a Salon	30	3	Two
T/506/6614	CBA747	*Skin Tanning Application Skills	40	4	Two
A/506/6615	CBA748	*Teamwork within a Salon Environment	10	1	Two

Social Care and Early Years					
F/506/6616	CBA745	*Child Protection Theory	30	3	Two
J/506/6617	CBA749	Children's Social and Emotional Development	30	3	Two
L/506/6618	CBA750	*Skills for Listening to Children	30	3	Two
R/506/6619	CBA751	*Understanding How to Assist and Move Individuals in Health and Social Care	20	2	Two
J/506/6620	CBA752	*Supporting Children and Young People's Play and Leisure	30	3	Two
R/506/6667	CBA753	Understanding How Children Learn	30	3	Two
L/506/6621	CBA754	Understanding Protection and Safeguarding in Health, Social Care and Early Years Settings	30	3	Two
R/506/6622	CBA755	*Health and Safety in Health, Social Care and Early Years Settings	30	3	Two
Y/506/6623	CBA756	The Role of Play for Early Learning	30	3	Two
D/506/6624	CBA757	*Understanding Personal Development in Health, Social Care and Early Years Settings	20	2	Two
H/506/6625	CBA758	Supporting the Physical Needs of Children	30	3	Two
K/506/6626	CBA759	Developing Language and Communication Skills in Children	30	3	Two
M/506/6627	CBA760	*Person-Centred Support in Health, Social Care and Early Years Settings	30	3	Two

T/506/6628	CBA761	*The Role and Responsibilities of the Health and Social Care Worker	10	1	Two
A/506/6629	CBA762	*Understanding Communication in Health, Social Care and Early Years Settings	20	2	Two
M/506/6630	CBA763	Understanding Diversity, Equality and Inclusion in Health, Social Care and Early Years Settings	20	2	Two
T/506/6631	CBA764	Child Development	30	3	Two
A/506/6632	CBA765	*Health and Social Care Awareness	30	3	Two
F/506/6633	CBA766	The Stages of Intellectual and Language Development of Children from Birth to Eight Years	30	3	Two
J/506/6634	CBA767	*Using Craft Activities with Children and Young People	30	3	Two
Sport and Leisure					
L/506/6635	CBA713	Exploring Outdoor Pursuits	30	3	Two
R/506/6636	CBA726	Principles of Sports Coaching	30	3	Two
Y/506/6637	CBA728	Understand how Exercise Contributes to a Healthy Lifestyle	10	1	Two
D/506/6638	CBA731	*Exploring Outdoor Adventure Sports	30	3	Two
H/506/6639	CBA734	*Customer Care for Outdoor Centre Staff	20	2	Two
Y/506/6640	CBA736	*Exploring the Leisure Industry	30	3	Two
D/506/6641	CBA740	*Induction Training for Outdoor Centre Staff	30	3	Two

H/506/6642	CBA741	Personal Fitness Programme Planning	30	3	Two
K/506/6643	CBA742	Personal Improvement through Sport	30	3	Two
M/506/6644	CBA743	*Plan and Deliver an Activity Session at an Outdoor Centre	50	5	Two
T/506/6645	CBA744	*Responding to First Aid Emergencies for Outdoor Centre Staff	10	1	Two
Vehicle Care and Maintenance					
A/506/6646	CBA714	*Routine Vehicle Maintenance	30	3	Two
F/506/6647	CBA715	*Routine Motorcycle Maintenance	30	3	Two
J/506/6648	CBA720	*Routine Vehicle Braking Systems	40	4	Two
L/506/6649	CBA721	*Using Tools and Equipment Within a Motor Vehicle Workshop	20	2	Two
F/506/6650	CBA723	*Vehicle Body Repairs	60	6	Two
J/506/6651	CBA724	*Vehicle Maintenance of Wheels, Tyres, Steering and Suspension Systems	60	6	Two
L/506/6652	CBA725	*Vehicle Valeting	30	3	Two

****Please note that the units highlighted in RED in the unit summary table may not be appropriate for delivery within a school-based environment.***

If your centre wishes to be considered for delivery of any of these units, please contact a member of the OCN NI Business Team for an Exemptions Approval Form.

Unit Details

Title	Active Citizenship in the Community
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA311
Unit Reference No	F/506/6504
Unit purpose and aim(s): This unit will enable the learner to understand diversity within society and recognise the role of active participation in promoting social cohesion.	

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

Assessment Guidance

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

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

Title	Applying for Employment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA312
Unit Reference No	J/506/6505
Unit purpose and aim(s): This unit will enable the learner to be aware of different career options, identify a preferred career option and apply for job opportunities.	

Learning Outcomes	Assessment Criteria
1. Be aware of different career options and what is involved in job search.	1.1. Identify own career options using information sources giving reasons for selection. 1.2. Describe own skills and abilities appropriate to chosen career option. 1.3. Describe different types of employment and the advantages and disadvantages of each.
2. Be able to create 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. Describe how an organisation uses CVs to select applicants for interview.
3. Be able to write a covering letter.	3.1. Describe the range of 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.
4. Be able to complete a job application form.	4.1. Complete a job application form legibly, providing information as required. 4.2. Check the form for accurate spelling and grammar.

Assessment Guidance

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

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

Title	Career Preparation and Planning
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA313
Unit Reference No	L/506/6506
Unit purpose and aim(s): This unit will enable the learner to identify own strengths, qualities, skills and abilities and understand how these relate to personal career preparation and planning.	

Learning Outcomes	Assessment Criteria
1. Understand own strengths, qualities, skills, abilities.	1.1. Describe own personal: a) strengths b) qualities c) skills d) abilities 1.2. Describe how these may be transferable to different careers.
2. Understand sources of information, advice and guidance in relation to career planning.	2.1. Use sources of information, advice and guidance in relation to own career planning.
3. Be able to plan for transition to the next stage of education, training or work.	3.1. Develop an action plan describing personal and/or career goals and how they may be achieved. 3.2. Review action plan recording achievements and areas for development.

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

Title	Communication Skills for the Individual
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA314
Unit Reference No	R/506/6507
Unit purpose and aim(s): This unit will enable the learner to know how to communicate and obtain information from others by engaging in discussion.	

Learning Outcomes	Assessment Criteria
1. Know how to communicate with others.	1.1. Describe and demonstrate how to use communication skills in an appropriate way to include: a) phrases for interruption b) active listening techniques c) responses d) formal language e) questioning
2. Be able to present information to others.	2.1. Demonstrate how to present information to others using a variety of methods. 2.2. Demonstrate how to articulate a range of statements to others to include: a) straightforward facts b) explanations c) instructions d) accounts e) descriptions 2.3. Present a talk to a known audience, providing information and ideas in a logical sequence.
3. Be able to obtain information from others.	3.1. Describe how to question others to obtain information. 3.2. Describe, apply and evaluate strategies to clarify and confirm understanding.
4. Know how to engage in discussion.	4.1. Contribute to discussions on a range of straightforward topics. 4.2. Provide feedback and confirmation when listening to others.

Assessment Guidance

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

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

Title	Effective Interview Skills
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA315
Unit Reference No	Y/506/6508
Unit purpose and aim(s): This unit will enable the learner to gain effective interview skills.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare for an interview.	1.1. Describe how to prepare for an interview to include: a) research on chosen employer and sector b) possible questions with appropriate answers c) appropriate dress d) time of arrival e) appropriate body language f) anxiety techniques
2. Be able to conduct self in an interview situation.	2.1. Take part in an interview. 2.2. Review performance identifying areas for improvement.

Assessment Guidance

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

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

Title	Effective Leadership Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA316
Unit Reference No	D/506/6509
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of effective team leadership skills.	

Learning Outcomes	Assessment Criteria
1. Understand the skills and characteristics involved in being an effective leader.	1.1. Describe the skills and characteristics of an effective leader and why they are important. 1.2. Describe the ways in which a leader motivates and organises a team. 1.3. Describe the role of communication skills in being an effective team leader.
2. Understand the relationship between a team leader and team member.	2.1. Describe the relationship between a team leader and team member. 2.2. Explain ways in which a team leader and team member can develop effective working patterns.
3. Be able to use effective team leader skills.	3.1. Describe ways in which you have effectively employed leadership skills. 3.2. Assess own performance as team leader identifying areas for improvement.

Assessment Guidance

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

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

Title	Employment Legislation, Contracts and Pay
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA317
Unit Reference No	R/506/6510
Unit purpose and aim(s): This unit will enable the learner to understand employment legislation and be aware of rights, contract and pay.	

Learning Outcomes	Assessment Criteria
1. Be aware of employment legislation.	1.1. Describe a range of policies that an organisation should have in place and explain their importance. 1.2. Explain why it is important that these policies are implemented.
2. Be aware of statutory and contractual employment rights.	2.1. Describe examples of statutory and contractual employment rights. 2.2. Describe the importance of a contract of employment and information it should contain. 2.3. Describe ways in which an employee may breach a contract of employment and the possible consequences.
3. Understand payslip information.	3.1. Explain the function of a payslip including how net pay is calculated and the purpose of a tax code.

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

Title	Equal Opportunities
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA318
Unit Reference No	Y/506/6511
Unit purpose and aim(s): This unit will enable the learner to understand diversity, discrimination and recognise the importance of equal opportunities legislation.	

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

Assessment Guidance

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

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

Title	Health and Safety in a Working Environment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA319
Unit Reference No	D/506/6512
Unit purpose and aim(s): This unit will enable the learner to know about health and safety requirements, procedures and equipment in own workplace.	

Learning Outcomes	Assessment Criteria
1. Be aware of health and safety procedures and policy at work.	1.1. Identify the personnel responsible for Health and Safety in own workplace. 1.2. Describe Health and Safety procedures and policy for own organisation including the following: a) Health and Safety at Work Order 1978 (NI) b) Control of Substances Hazardous to Health requirements.
2. Know how to maintain a safe working environment in own workplace.	2.1. Describe ways of maintaining a safe working environment and correct reporting procedures. 2.2. Assess potential risks within own workplace. 2.3. Describe the purpose and use of safety equipment and/or clothing to minimise risk. 2.4. Outline own organisation's emergency evacuation procedures. 2.5. Describe the process and benefits of a risk assessment. 2.6. Carry out a risk assessment in own workplace.
3. Be aware of responsibility for health and safety in own workplace.	3.1. Describe own responsibility for health and safety including: a) correct procedure for manual handling b) correct procedures for the use of display screen equipment c) control of substances hazardous to health

Assessment Guidance: Please note this unit is only appropriate for learners who are undertaking a work placement.

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

Title	Improving Assertiveness
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA320
Unit Reference No	H/506/6513
Unit purpose and aim(s): This unit will enable the learner to understand assertive behaviour and when it is appropriate.	

Learning Outcomes	Assessment Criteria
1. Understand assertiveness.	1.1. Describe what is meant by assertiveness. 1.2. Describe examples of assertive behavior and its benefits. 1.3. Describe a range of situations where assertiveness could be used to achieve a desired outcome.
2. Understand a range of behaviours.	2.1. Compare a range of behaviours to include: a) assertive b) passive c) aggressive
3. Know when it is appropriate to be assertive.	3.1. Demonstrate how to be assertive in a range of situations. 3.2. Describe the importance of self-control when being assertive.

Assessment Guidance

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

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

Title	Interpersonal Skills for the Individual
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA321
Unit Reference No	K/506/6514
Unit purpose and aim(s): This unit will enable the learner to recognise own personal skills, how to manage stress and develop an awareness of different types of behaviours.	

Learning Outcomes	Assessment Criteria
1. Recognise own personal skills and their use.	1.1. Describe own strengths and weaknesses and how these can be transferred to other roles.
2. Understand time management.	2.1. Describe ways to improve own time management.
3. Understand how to manage stress.	3.1. Describe signs and symptoms of stress in self and others. 3.2. Describe strategies for managing stress.
4. Understand different types of criticism.	4.1. Describe different types of criticism and how to deal with them.
5. Understand how body language can be used.	5.1. Describe and demonstrate how body language can be used in a range of situations.
6. Understand different types of behaviour.	6.1. Give examples of the following behaviours: a) aggressive b) passive c) assertive d) confident

Assessment Guidance

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

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

Title	Promoting Self-Improvement
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA322
Unit Reference No	M/506/6515
Unit purpose and aim(s): This unit will enable the learner to recognise own strengths and weaknesses and how to set personal objectives for self-improvement.	

Learning Outcomes	Assessment Criteria
1. Recognise own strengths, aptitudes and skills.	1.1. Describe personal strengths, aptitudes and skills identifying areas for improvement.
2. Recognise skills that promote self-improvement.	2.1. Describe skills that promote self-improvement and how they may be used. 2.2. Describe how to make positive choices to promote self-improvement.
3. Know how to set personal objectives.	3.1. Identify and record personal short–term goals. 3.2. Produce an action plan for achieving these goals. 3.3. Review progress identifying areas for improvement.

Assessment Guidance

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

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

Title	Rights and Responsibilities of Citizenship
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA323
Unit Reference No	T/506/6516
Unit purpose and aim(s): This unit will enable the learner to gain an awareness of human rights, associated laws and the democratic & electoral processes.	

Learning Outcomes	Assessment Criteria
1. Be aware of human rights and associated laws.	1.1. Describe the relevance to society of two basic human rights. 1.2. Explain why society needs rules. 1.3. Describe a range of situations when: a) laws were made b) laws were needed c) laws were enforced
2. Understand the democratic and electoral process.	2.1. Describe the electoral process involved in the following: a) school council elections b) local elections c) national elections 2.2. Describe the main role and responsibilities of the following: a) a school council representative b) a local councilor c) an MP
3. Be aware of own rights and responsibilities.	3.1. Explain the relationship between personal choice and community responsibility. 3.2. Describe the main functions of two organisations that protect the rights of: a) consumers b) members of a community

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

Title	Setting and Achieving Personal Goals
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA324
Unit Reference No	A/506/6517
Unit purpose and aim(s): This unit will enable the learner to be aware of own personal attributes, their impact on own situation and how to set and achieve goals now and in the future.	

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

Assessment Guidance

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

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

Title	Skills for Conflict Resolution
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA325
Unit Reference No	F/506/6518
Unit purpose and aim(s): This unit will enable the learner to understand different methods of conflict resolution.	

Learning Outcomes	Assessment Criteria
1. Understand factors that contribute to conflict.	1.1. Describe what is meant by conflict. 1.2. Describe why conflicts form and the consequences of unresolved conflict.
2. Understand different responses to conflict.	2.1. Give an example of a conflict situation and explain ways to deal with it including possible outcomes.
3. Understand how communication can affect a conflict situation.	3.1. Describe a range of techniques to aid effective communication in a conflict situation. 3.2. Compare the effect different communication styles have on conflict.
4. Understand what is involved in conflict resolution.	4.1. Describe different stages of conflict resolution and what is involved in each stage.
5. Understand the role of a third party in resolving conflict.	5.1. Describe the role of a mediator and how they can deal with challenging behaviour. 5.2. Describe situations where intervention by a third party may be effective.

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

Title	Skills for Decision Making
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA326
Unit Reference No	J/506/6519
Unit purpose and aim(s): This unit will enable the learner to understand decision making skills and situations that require assertiveness and self-control.	

Learning Outcomes	Assessment Criteria
1. Understand the range of decision making methods.	1.1. Describe examples of autocratic, democratic and consensual decision making giving advantages and disadvantages of each. 1.2. Describe own personal decisions and choices in a range of situations.
2. Be aware of the rights and responsibilities of self and others.	2.1. Describe own and others' rights and responsibilities in a group situation. 2.2. Demonstrate how to contribute to a discussion in a range of situations.
3. Recognise how negotiation skills contribute to achieving a desired outcome.	3.1. Demonstrate how effective negotiation skills can be used to achieve a desired outcome.
4. Be aware of the implications and benefits of self-control and assertiveness.	4.1. Describe situations in which self-control and/or assertiveness can be used to achieve the desired outcome. 4.2. Assess the benefits of being assertive.

Assessment Guidance

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

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

Title	Teamwork Skills in Practice
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA327
Unit Reference No	A/506/6520
Unit purpose and aim(s): This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity.	

Learning Outcomes	Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Summarise different roles and responsibilities within a team. 1.2. Describe own role and responsibilities within a team in a given situation.
2. Be able to contribute to the setting of team and own goals.	2.1. Describe the process used to set team goals. 2.2. Describe goals identified by the team and individually. 2.3. Carry out a team activity. 2.4. Demonstrate how to communicate appropriately within the team in a range of situations.
3. Be aware of others' rights to communicate within a team.	3.1. Describe why it is important to allow others to express their view/responses without interruption.
4. Recognise the importance of co-operation within a team.	4.1. Describe a range of situations when co-operation is necessary to achieve a team goal.
5. Be able to review team performance.	5.1. Summarise skills brought to a team activity by: a) self b) others 5.2. Assess activity identifying areas for improvement.

Assessment Guidance

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

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

Title	Time Management Skills
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA328
Unit Reference No	F/506/6521
Unit purpose and aim(s): This unit will enable the learner to understand time management skills and how to implement effective time management in own life to help reduce stress.	

Learning Outcomes	Assessment Criteria
1. Understand time management skills and techniques.	1.1. Describe what is meant by time management. 1.2. Describe how time management skills can be used in daily life. 1.3. Apply time management techniques.
2. Understand how time management may reduce stress.	2.1. Describe examples of physical and emotional symptoms of stress. 2.2. Explain how time management can help reduce stress.

Assessment Guidance

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

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

Title	Using Effective Communication Skills in the Workplace
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA329
Unit Reference No	J/506/6522
Unit purpose and aim(s): This unit will enable the learner to understand different forms of effective communication in the workplace and how to use it to deal with conflict situations.	

Learning Outcomes	Assessment Criteria
1. Understand different forms of effective communication in the workplace.	1.1. Describe own organisational structure. 1.2. Describe different forms of effective communication in own workplace.
2. Understand the importance of communicating effectively with others in the workplace.	2.1. Explain the importance of communicating effectively with others in the workplace. 2.2. Describe the implications of poor communication with others in the workplace.
3. Know how to use communication to support the work of others.	3.1. Describe the importance of clear communication to others in the workplace using appropriate methods. 3.2. Describe how to provide and receive constructive feedback.
4. Understand how to deal with conflict in the workplace.	4.1. Describe own organisation's policy for managing conflict in the workplace and how communication aids this.

Assessment Guidance: Please note this unit is only appropriate for learners who are undertaking a work placement.

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

Title	Using Problem Solving Skills in the Workplace
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA330
Unit Reference No	L/506/6523
Unit purpose and aim(s): This unit will enable the learner to recognise a range of problems in the workplace and how to identify appropriate solutions to resolve the problem.	

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

Assessment Guidance

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

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

Title	Study Skills and Learning Styles
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA331
Unit Reference No	R/506/6524
Unit purpose and aim(s): This unit will enable the learner to understand different ways to learn, recognise own preference and identify areas for improvement.	

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

Assessment Guidance

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

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

Title	Diversity within Society
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA332
Unit Reference No	Y/506/6525
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by the term diversity, be aware of diverse groups and their contribution to society.	

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

Assessment Guidance

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

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

Title	Oral Presentation Skills in Practice
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA333
Unit Reference No	D/506/6526
Unit purpose and aim(s): This unit will enable the learner to source information, plan, present and evaluate a presentation.	

Learning Outcomes	Assessment Criteria
1. Be able to source information and plan a presentation.	1.1. Describe how to locate different sources of information relevant to the topic of presentation. 1.2. Prepare a plan for a presentation.
2. Be able to deliver a structured presentation to an audience.	2.1. Deliver a presentation ensuring it is: a) clearly introduced b) presented logically c) explains key concepts d) supported with evidence e) effectively concluded 2.2. Demonstrate awareness of audience ensuring you: a) speak audibly b) adapt pace c) use support materials d) listen and respond to questions
3. Know how to evaluate the presentation.	3.1. Evaluate the presentation identifying areas for improvement.

Assessment Guidance

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

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

Title	Personal Confidence and Self-Esteem
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA334
Unit Reference No	H/506/6527
Unit purpose and aim(s): This unit will enable the learner to understand confidence and self-esteem. The learner will also be required to set short term goals in order to improve personal confidence and self-esteem.	

Learning Outcomes	Assessment Criteria
1. Understand ways of building confidence and self-esteem.	1.1. Describe confidence and self-esteem and factors that impact on them. 1.2. Describe ways of building confidence and self-esteem. 1.3. Describe a situation when he/she: a) felt confident b) lacked confidence 1.4. Describe how confidence building strategies may be applied in a range of situations. 1.5. Describe the impact of own behaviour and how it influences others' perceptions.
2. Understand effective participation in social situations.	2.1. Describe ways to participate effectively in social situations. 2.2. Describe own barriers to participating in social activities. 2.3. Describe examples of behaviour which would be inappropriate in a social situation and explain why.
3. Know how to manage stress.	3.1. Describe signs and symptoms of stress. 3.2. Describe situations when he/she felt stressed. 3.3. Describe and demonstrate a range of techniques that can help reduce stress and improve performance.
4. Be able to set objectives to improve personal confidence and self-esteem.	4.1. Identify short term goals to improve confidence and self-esteem. 4.2. Assess progress towards achievement of goals, identifying areas for improvement. 4.3. Describe how goal setting has contributed to own confidence and self-esteem.

Assessment Guidance

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

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

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

Title	Skills in Customer Service
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA447
Unit Reference No	K/506/6528

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

Learning Outcomes	Assessment Criteria
1. Understand the principles of customer service.	1.1. Describe the principles of customer service.
2. Understand the benefits to an organisation of good customer service.	2.1. Describe examples of good practice in customer service and why it is important. 2.2. Describe how good customer service promotes customers' confidence in the organisation. 2.3. Describe why it is important to maintain customer confidentiality.
3. Understand the possible consequences of poor customer service.	3.1. Describe how poor customer service can impact on: a) customers b) the organisation c) reputation of organisation d) staff
4. Understand the value of first impressions.	4.1. Describe why it is important to make a good, first impression. 4.2. Illustrate ways to create a positive first impression when communicating: a) face-to-face b) on the telephone c) in writing
5. Understand positive verbal and non-verbal interaction with customers.	5.1. Describe non-verbal communication and how it can support face to face communication. 5.2. Describe appropriate and inappropriate ways of communicating verbally with customers.
6. Understand how to deal with customer complaints.	6.1. Describe how to deal with and process customer complaints.

Assessment Guidance

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

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

Title	Take Part in a Vocational Taster
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA482
Unit Reference No	M/506/6529

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

Learning Outcomes	Assessment Criteria
1. Understand different job roles within a vocational area.	1.1. Describe a range of job roles within a vocational area and the necessary skills, qualities and knowledge required for each.
2. Understand the importance of appropriate workplace presentation and behaviour.	2.1. Describe the importance of appropriate workplace presentation and behaviour including: a) dress code b) time keeping c) conduct
3. Use relevant skills, knowledge and personal qualities in a vocational context.	3.1. Perform duties in a chosen vocational context using relevant skills and knowledge. 3.2. Describe own skills, knowledge and personal qualities used.
4. Understand safe working practices within a vocational context.	4.1. Describe the health and safety procedures relevant to the vocational context including: a) responsible personnel b) location of safety and First Aid equipment. 4.2. Assess the risks associated with own role in chosen vocational context. 4.3. Demonstrate the application of safe working practices in chosen vocational context.
5. Be able to review suitability for job role in chosen vocational context.	5.1. Assess own strengths and areas for development. 5.2. Describe the positive and negative aspects of the vocational experience.

Assessment Guidance

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

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

Title	Taking Part in an Enterprise Project
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA511
Unit Reference No	H/506/6530
Unit purpose and aim(s): This unit will enable to undertake an enterprise project including advertising, selling, costs and evaluation.	

Learning Outcomes	Assessment Criteria
1. Be able to select an enterprise project for a particular target market.	1.1. Use market research to select a suitable enterprise project. 1.2. Describe reasons for choice to determine the viability of a product or service for the enterprise project. 1.3. Describe target market and main competitors. 1.4. Identify direct, indirect, fixed and variable costs involved in producing the product or service to determine a price.
2. Understand effective marketing.	2.1. Describe personal skills/qualities required to effectively market and sell products or services. 2.2. Explain the most appropriate methods for marketing product or service. 2.3. Create a resource for marketing own product or service and give reasons for choice.
3. Evaluate own contribution to enterprise project.	3.1. Develop enterprise action plan describing each stage of the enterprise project setting target for completion. 3.2. Review and revise the action plan. 3.3. Describe the strengths and weaknesses of the enterprise project identifying areas for improvement.

Assessment Guidance

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

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

Title	Improving Own Confidence, Health and Personal Presentation
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBC989
Unit Reference No	M/507/8423
Unit purpose and aim(s): This unit will enable the learner to improve own confidence, health and personal presentation	

Learning Outcomes	Assessment Criteria
1. Know how to assess own level of confidence and factors impacting on own level of confidence.	1.1. Describe how own confidence may be impacted by a range of factors and strategies for addressing these including: a) own personal appearance b) ability to interact socially c) interests and activities d) own level of health e) stress 1.2. Assess own level of confidence and factors impacting adversely on own level confidence.
2. Use techniques to improve own personal appearance.	2.1. Summarise areas that impact on how own personal appearance is viewed by others including: a) own level of health b) personal grooming c) having a positive attitude 2.2. Illustrate how to dress appropriately for a range of situations. 2.3. Apply personal grooming techniques to improve own: a) hair; head and/or facial b) skin including use of appropriate makeup and/or cleansing, toning, exfoliating and moisturisng techniques c) nails d) teeth e) cleanliness including use of deodorant
3. Be able to plan for personal improvement.	3.1. Use a structured approach to plan to improve own self including: a) improving own health b) improving own confidence c) reducing and / or managing own stress d) improving own appearance

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

Title	Promoting Mental Well-being
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBD728
Unit Reference No	M/615/2921
Unit purpose and aim(s): This unit will enable the learner to understand influences on mental health and how positive psychological and emotional wellbeing may be promoted.	

Learning Outcomes	Assessment Criteria
1. Understand what is meant by the term mental health and factors that affect mental well-being.	1.1 Describe what is meant by the term mental health. 1.2 Describe three positive and three negative influences on a person's mental health. 1.3 Discuss the term resilience in relation to maintaining good mental health. 1.4 Describe early warning signs that may indicate a mental health difficulty.
4. Understand reasons why people avoid seeking support to maintain their mental and emotional well-being.	2.1 Outline reasons why people do not access support for mental well-being. 2.2 Define the terms stigma and discrimination in relation to mental health. 2.3 Describe the possible effects of stigma and discrimination for people who are experiencing mental health difficulties.
5. Describe resources and services that promote positive psychological and emotional well-being.	3.1 Describe two campaigns that support people to seek help for their mental health. 3.2 Identify how these campaigns aim to encourage people to seek support. 3.3 Describe three voluntary, three statutory and three private services that support positive psychological well-being.
6. Describe steps that can be taken to address early warning signs of mental health difficulties.	4.1 Describe how the seeking of help early, when the warning signs of mental health difficulties occur, assists in addressing them. 4.2 Describe three lifestyle choices that may assist with promoting recovery and positive mental health.

Assessment Guidance

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

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

Title	Customer Service for the Retail Environment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE355
Unit Reference No	A/617/3383
Unit purpose and aim(s): This unit will enable the learner to demonstrate a range of customer service skills in the retail environment.	

Learning Outcomes	Assessment Criteria
1. Understand the benefits of good customer service within the retail environment.	1.1. Describe with examples what is meant by good customer service and its benefits. 1.2. Illustrate the use of technology in providing good customer service. 1.3. Illustrate a range of methods to seek customer feedback on service.
2. Be able to communicate effectively with customers.	2.1. Outline the benefits of good communication. 2.2. Describe how to deal with routine customer enquires within the retail environment. 2.3. Demonstrate how to communicate effectively in a retail environment using verbal and non-verbal communication.
3. Understand the importance of good personal presentation.	3.1. Describe the importance of good personal hygiene and presentation in a retail environment.
4. Know how to respond to customer complaints.	4.1. Describe a range of approaches to handling customer complaints. 4.2. Describe own organisation's procedures for handling, solving and recording customer complaints.

Assessment Guidance

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

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

Title	Mental Health, Well-being and Building Resilience
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE469
Unit Reference No	A/617/5490
Unit purpose and aim(s): This unit will enable the learner to understand mental health and well-being and be able to build resilience.	

Learning Outcomes	Assessment Criteria
1. Understand what is meant by good mental health, well-being and resilience and influencing factors.	1.1. Summarise what is meant by good mental health, well-being and resilience and influencing factors.
2. Understand the link between emotions and well-being.	2.1. Describe three positive and three negative emotions and possible causes of each. 2.2. Describe how emotions may positively and negatively impact on well-being 2.3. Describe with examples how emotions may be managed to promote well-being 2.4. Describe what is meant by emotional resilience and how it may be developed
3. Understand the link between positive communication and good mental health, well-being and resilience.	3.1. Describe the link connecting positive communication between individuals and good mental health, well-being and resilience
4. Understand how to improve well-being and resilience.	4.1. Illustrate with examples how the following 5 ways to well-being may be used to improve well-being and resilience: a) Connect b) Keep Learning c) Be Active d) Take Notice e) Give to others 4.2 Summarise at least three tools or techniques that may be used to improve well-being and resilience.
5. Be aware of mental health and well-being sources of advice and support.	5.1. Identify at least three sources of advice and support in local area for mental health and well-being.

Assessment Guidance

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

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

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

Title	Implement and Evaluate Competition Entries in Education and Training
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG149
Unit Reference No	R/650/4983
Learn Direct Code	GB1
Unit purpose and aim(s): This unit will enable the learner to implement an education and training competition strategy and evaluate its effectiveness.	

Learning Outcomes	Assessment Criteria
1. Be aware of competition opportunities in education and training.	1.1. Identify different competition opportunities and select one appropriate to own qualities and skills.
2. Be able to develop and present a competition entry strategy and enter an education and training competition.	2.1. Develop a competition entry strategy for the competition selected in AC 1.1. 2.2. Use the strategy developed in AC 2.1 to enter the selected competition. 2.3. Present the competition entry to a given audience using appropriate presentation techniques, resources and equipment.
3. Be able to evaluate a competition entry in education and training.	3.1. Evaluate own competition entry carried out in AC 2.2 identifying areas for improvement. 3.2. Evaluate own performance and contribution taking account of feedback from others and the competition success.

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

Title	Planning for Skills Competitions in Education and Training
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG150
Unit Reference No	T/650/4984
Learn Direct Code	GB1
Unit purpose and aim(s): This unit will enable the learner to understand how to plan for skills competition entries in education and training and apply appropriate strategies.	

Learning Outcomes	Assessment Criteria
1. Understand the key elements and the role of both a team and individuals for skills competitions in education and training.	1.1. Describe with examples the key elements of best practice for skills competitions in education and training. 1.2. Describe with examples the role of both a team and individuals for skills competitions in education and training.
2. Know the qualities and skills required for successful skills competition entries.	2.1. Describe the qualities and skills required for successful skills competition entries. 2.2. Assess how own qualities and skills may be used to develop a successful education and training competition entry.
3. Understand strategies for competition entries in education and training.	3.1. Describe with examples different strategies which may be used for competition entries in education and training. 3.2. Apply at least two of the strategies identified in AC 3.1 for a given education and training competition entry.

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

Title	Business Aims and Objectives
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF255
Unit Reference No	F/618/6443
Unit purpose and aim(s): This unit will enable the learner to understand the aims and objectives of a business and how they may be used for business improvement.	

Learning Outcomes	Assessment Criteria
1. Understand the aims and objectives of a business and associated factors.	1.1. Describe the difference between business aims and objectives and their benefits. 1.2. Describe the following factors related to business aims and objectives: a) survival b) profit and turnover c) growth d) corporate image e) environmental and social responsibility f) ethical issues
2. Understand how aims and objectives may be used for business improvement.	2.1. Describe how aims and objectives may be used for business improvement.
3. Understand the difference between the aims and objectives of private and public sector businesses.	3.1. Compare and contrast the aims and objectives of private and public sector businesses.

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

Title	Business Location
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBF278
Unit Reference No	D/618/6465
Unit purpose and aim(s): This unit will enable the learner to understand factors that may influence business location.	

Learning Outcomes	Assessment Criteria
1. Understand factors that may influence business location.	1.1. Describe the following factors which may influence business location: a) proximity to raw materials b) proximity to market c) availability and cost of land d) government influences e) communications and transport infrastructure

Assessment Guidance

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

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

Title	Customer Service for Business
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF259
Unit Reference No	Y/618/6447
Unit purpose and aim(s): This unit will enable the learner to understand good customer service, the importance of effective communication, customer feedback and impact of technology.	

Learning Outcomes	Assessment Criteria
1. Understand customer service and the importance of effective communication.	1.1. Describe the importance of effective communication in promoting a positive first impression and good customer service. 1.2. Describe with examples good customer service and best practice in dealing with customer complaints. 1.3. Compare the impact of poor and good customer service on a business.
2. Understand how technology may be used to improve customer service.	2.1. Describe how the following technologies may be used to improve customer service: a) E-Commerce b) website support c) social media
3. Understand the importance of customer feedback in providing good customer service.	3.1. Describe the importance of customer feedback and how it can be used to improve the customer experience.

Assessment Guidance

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

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

Title	Understanding Enterprise and Entrepreneurial Skills
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBF280
Unit Reference No	K/618/6467
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by the term enterprise, the characteristics of an entrepreneur and the benefits and risks on the wider economy.	

Learning Outcomes	Assessment Criteria
1. Understand what is meant by the term enterprise and the key characteristics of an entrepreneur.	1.1. Describe what it meant by the term enterprise. 1.2. Summarise at least six characteristics of a successful entrepreneur.
2. Understand the benefits and risks associated with encouraging enterprise and entrepreneurial skills on the wider economy.	2.1. Describe the benefits and risks associated with encouraging enterprise and entrepreneurial skills on the wider economy.
3. Be aware of the resources required for an enterprise and how they may be used.	3.1. Describe the resources required for an enterprise and how they may be used.

Assessment Guidance

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

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

Title	Understanding Business Structures
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF270
Unit Reference No	F/618/6457
Unit purpose and aim(s): This unit will enable the learner to understand how and why a business may be established and the types of business structures.	

Learning Outcomes	Assessment Criteria
1. Understand why and how a business may be established.	1.1. Describe why and how a business may be established.
2. Understand what is meant by the terms public sector, private sector and not-for-profit.	2.1. Describe what is meant by the terms public sector, private sector and not-for-profit.
3. Understand how businesses may be categorised by employee numbers and turnover.	3.1. Illustrate with examples how businesses may be categorised by employee numbers and turnover.
4. Understand business structures including private sector, public sector and not-for-profit.	4.1. Describe the following types of business ownership: a) sole trader b) partnership c) franchise d) public limited company e) private limited company 4.2. Describe and compare private and public sector business ownership including the following: a) purpose and aim b) finance and use of profits c) control d) liability 4.3. Describe the governing structure for a not-for-profit business.
5. Understand the role of stakeholders in business.	5.1. Describe the role of at least four stakeholders within a given business.

Assessment Guidance

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

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

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

Title	Building Brick and Block Walls
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA264
Unit Reference No	D/506/6445
Unit purpose and aim(s): This unit will enable the learner to carry out building work.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare for building work.	1.1. Prepare for building work according to a given specification to include: a) calculating amount and types of material b) tools, equipment and materials required c) appropriate work area
2. Be able to carry out building work.	2.1. Carry out building work according to a given specification to include: a) building stretcher bond walls b) constructing a pier and associated dwarf wall c) tooled jointing of brickwork 2.2. Use tools and materials safely.
3. Be able to leave work area clean and tidy.	3.1. Dispose of waste materials safely. 3.2. Clean and store tools and equipment appropriately. 3.3. Leave the work area clean and tidy.

Assessment Guidance

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

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

Title	Careers in Building and Construction
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA251
Unit Reference No	D/506/6431
Unit purpose and aim(s): This unit will enable the learner to understand careers within the construction industry.	

Learning Outcomes	Assessment Criteria
1. Know about different types of career opportunities available in building and construction.	1.1. Compare different types of career opportunities in building and construction. 1.2. Compare different types of organisations that offer careers in building and construction.
2. Understand how career choices can impact upon an individual's lifestyle.	2.1. Describe how an individual's lifestyle may be influenced by the career choices they make.
3. Be able to make informed career choices.	3.1. Identify career paths in the construction industry and qualifications required to support progression within the industry. 3.2. Identify career choices based upon information provided.
4. Be able to work with others.	4.1. Demonstrate good team working skills. 4.2. Follow instructions when working with others. 4.3. Communicate appropriately with others.

Assessment Guidance

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

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

Title	Carpentry and Joinery in Practice
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA252
Unit Reference No	K/506/6433
Unit purpose and aim(s): This unit will enable the learner to know and use the hand tools and materials use in carpentry and joinery.	

Learning Outcomes	Assessment Criteria
1. Know the hand tools and materials used to perform carpentry and joinery tasks.	1.1. Identify the hand tools and materials used to perform carpentry and joinery tasks. 1.2. Select the hand tools and materials required to perform a range of carpentry and joinery tasks.
2. Recognise health and safety issues associated with carpentry and joinery tasks.	2.1. Describe the personal protective equipment (PPE) and safe working practises necessary to perform a range of carpentry and joinery tasks.
3. Be able to mark out and form joints for a timber frame to a given specification.	3.1. Produce setting out rods and use them to mark out timber. 3.2. Set out and cut joints in timber. 3.3. Use a range of joints to produce a timber frame to a given specification. 3.4. Demonstrate safe working practices.

Assessment Guidance

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

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

Title	Construction Drawing Skills
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA253
Unit Reference No	M/506/6434
Unit purpose and aim(s): This unit will enable the learner to understand how to perform construction drawings.	

Learning Outcomes	Assessment Criteria
1. Know the types of equipment used to produce construction drawings.	1.1. Identify drawing equipment required to produce a construction drawing. 1.2. Describe the different types of drawings used in the construction industry and their purpose.
2. Be able to produce a construction drawing using drawing equipment and materials.	2.1. Identify the main items of drawing equipment and materials used to produce construction drawings. 2.2. Identify the construction drawing standards and conventions used in the construction industry. 2.3. Produce a construction drawing to include: a) a vertical section through a cavity wall b) the strip foundation to the wall c) a concrete ground floor
3. Be able to work effectively with others.	3.1. Demonstrate good team working skills. 3.2. Follow instructions when working with others. 3.3. Communicate appropriately with others.

Assessment Guidance

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

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

Title	Cavity Wall Construction
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	56
OCN NI Unit Code	CBH056
Unit Reference No	J/652/3771
Learn Direct Code	TE1
Unit purpose and aim(s): This unit will enable the learner to construct cavity walling to a given specification in line with industry standards.	
Learning Outcomes	**Assessment Criteria**
1. Know how to prepare and construct cavity walls, form openings with returns.	1.1. Describe different types of drawings and conventions commonly used when constructing cavity walling. 1.2. Describe suitable methods of interpreting measurements from drawings. 1.3. Describe the different components required to construct various forms of cavity walling. 1.4. Describe suitable bonds including the use of broken bonds to meet a given specification. 1.5. Describe the methods used to maintain industrial standards constructing cavity walling to meet a given specification. 1.6. Describe safe working practices when constructing cavity walling at height.
2. Be able to prepare for constructing cavity walling forming masonry structures**.**	2.1. Interpret information from drawings to confirm the location, shape and size of the structure to be constructed, checking the specification for conformity. 2.2. Calculate quantities of resources required to construct at least three different forms of cavity walling. 2.3. Identify the appropriate tools, equipment and resources required for constructing cavity walling. 2.4. Complete a method statement for a given cavity wall job. 2.5. Carry out a risk assessment for building cavity walling forming masonry structures. 2.6. Describe and use suitable methods to prepare and cut components by hand or mechanical means.
3. Know how to construct cavity walling.	3.1. Describe methods for the provision of damp-proof barriers and install damp-proof barriers to meet a given specification. 3.2. Construct cavity walling to meet a given specification including: a) form straight lengths and returns b) install a lintel c) joints and pointing 3.3. Describe methods used for the provision of insulation requirements for cavity walling and install insulation to meet a given specification. 3.4. Describe the purpose and positioning of vertical movement joints and pointing in cavity walling.

	3.5. Carry out accuracy checks on cavity walling to ensure that it meets industrial standards.
4. Know how to form openings in cavity walling.	4.1. Describe the methods for forming openings in cavity walling to meet a given specification. 4.2. Describe the methods for bridging openings with steel and concrete lintels. 4.3. Describe methods of providing brick and proprietary sills. 4.4. Describe the types, uses and limitations of jointing and pointing. 4.5. Describe why it is important to regularly check that work conforms to meet the needs of a given specification.

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

Title	Developing Carpentry Hand Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA254
Unit Reference No	T/506/6435
Unit purpose and aim(s): This unit will enable the learner to develop carpentry hand skills.	

Learning Outcomes	Assessment Criteria
1. Recognise hand tools used in carpentry.	1.1. Describe hand tools used in carpentry and their application. 1.2. Describe how to assess the condition of tools before use. 1.3. Identify health and safety regulations in relation to carpentry work.
2. Be able to use face and edge marks.	2.1. Describe why face and edge marks are used in carpentry and demonstrate their use.
3. Be able to saw to a line.	3.1. Mark timber square and saw square to a line. 3.2. Mark to a given angle and saw timber square to given angle.
4. Be able to plane timber.	4.1. Select a plane for a given task. 4.2. Set a plane for use and plane timber flat.
5. Be able to use a chisel.	5.1. Mark out the timber working from the face and edge. 5.2. Saw down to the required depth. 5.3. Remove the timber with the chisel.
6. Be able to calculate quantity and prices for small scale jobs in carpentry work.	6.1. Calculate the quantity of materials required for a range of small scale jobs. 6.2. Estimate the cost of carrying out a range of small scale jobs.

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

Title	Exploring Brickwork Bonding Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA255
Unit Reference No	A/506/6436
Unit purpose and aim(s): This unit will enable the learner to apply brickwork bonding to construct brick walls.	

Learning Outcomes	Assessment Criteria
1. Understand the principles and purpose of bonding.	1.1. Describe the purpose and rules of bonding. 1.2. Describe types of bond and where and how they would be used.
2. Know how to prepare for brick wall construction using bonding.	2.1. Identify and select appropriate tools and equipment to be used. 2.2. Describe safety requirements for the job. 2.3. Describe how to and set out the work area appropriately.
3. Be able to use skills and techniques in constructing brick walls using bonding.	3.1. Construct the following using the appropriate skills and techniques: a) construct a one brick thick wall in English Bond b) construct a one brick thick wall in Flemish Bond c) a right-angle quoin in English Bond d) a straight wall with one quoin and one stopped end in Flemish Bond 3.2. Build brick on edge (B.O.E) coping to a solid one brick wall. 3.3. Use tools and techniques safely.
4. Be able to leave work area clean and tidy.	4.1. Clean and store tools appropriately. 4.2. Leave the work area clean and free from debris disposing of waste appropriately.

Assessment Guidance

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

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

Title	Exploring Plumbing Practices
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA256
Unit Reference No	F/506/6437
Unit purpose and aim(s): This unit will enable the learner to apply basic plumbing practices.	

Learning Outcomes	Assessment Criteria
1. Be able to apply basic plumbing installation techniques.	1.1. Apply basic plumbing installation techniques to industry standard to include: a) common cutting using appropriate tools b) mechanical and non-mechanical jointing c) spring and machine bending d) fixing to brick, plasterboard, wood and metal surfaces
2. Be able to carry out basic plumbing maintenance.	2.1. Use appropriate tools to carry out procedures for the safe isolation of a range of plumbing systems. 2.2. Carry out maintenance on a range of non-complex system components.
3. Be able to work safely.	3.1. Use tools, clean and store safely. 3.2. Leave the work area clean and free from debris, disposing of waste as appropriate.

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

Title	Floor and Wall Tiling Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA257
Unit Reference No	J/506/6438
Unit purpose and aim(s): This unit will enable the learner to understand how to tile floors and walls.	

Learning Outcomes	Assessment Criteria
1. Recognise tools, equipment and materials used in floor and wall tiling.	1.1. Identify and describe the purpose of basic tiling tools and equipment including: a) tile cutter b) scribe c) tile saw 1.2 Describe different types of adhesive and tiles.
2. Recognise background surfaces.	2.1. Describe surfaces to which tiles are commonly fixed and characteristics of each.
3. Be able to plan and prepare for a tiling project.	3.1. Check straight edges are plumb including windows, doors and base units. 3.2. Use a simple gauge rod to ensure even distribution of the tiles and minimise cutting. 3.3. Clean and prepare surface. 3.4. Position tools, equipment and material as directed.
4. Be able to apply setting out and fixing techniques.	4.1. Identify and use a basic setting out procedure. 4.2. Evenly spread tile adhesive over a given area. 4.3. Position and fix tiles, ensuring that they are straight, level and in adequate contact with the adhesive. 4.4. Use tile spacers to ensure an even gap between tiles. 4.5. Clean excess adhesive from tile surface.
5. Be able to use tile cutting techniques.	5.1. Cut tiles into internal corners, to ensure neat finish. 5.2. Select and use appropriate tools to cut round fixed obstacles. 5.3. Work in a safe manner.
6. Be able to use grouting techniques.	6.1. Mix the grout according to instructions. 6.2. Apply grout to tiles, ensuring the joints are filled and remove any surplus. 6.3. Compact the joints and clean off any surplus. 6.4. Clean down the tiled area.
7. Be able to calculate quantity and prices for small scale jobs in wall tiling work.	7.1. Calculate the quantity of materials required for a range of small scale jobs. 7.2. Estimate the cost of carrying out a range of small scale jobs.

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

Title	Painting Interior Ceilings and Walls
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA258
Unit Reference No	F/508/2511
Unit purpose and aim(s): This unit will enable the learner to understand how to paint interior ceilings and walls.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare and maintain work area.	1.1. Describe how to assess a site including actions required to prepare an area for painting. 1.2. Apply dust sheets appropriately. 1.3. Maintain a clean, safe and tidy working area.
2. Use and maintain painting tools and equipment appropriately.	2.1. Identify and use painting tools for specified tasks. 2.2. Demonstrate safe use of portable access equipment. 2.3. Clean, check and store tools and equipment and report any defects to supervisor.
3. Be able to prepare surfaces for painting.	3.1. Assess surface condition and identify appropriate action. 3.2. Demonstrate the preparation of one of the following using hand and power tools: a) wooden surfaces b) plastered surfaces c) rendered or brick surfaces d) metal surfaces
4. Be able to paint an area.	4.1. Select and apply paint to surface/area in accordance with manufacturer's instructions. 4.2. Demonstrate the application of paint to give an appropriate finish including: a) free from runs b) avoiding over painting c) no obvious misses
5. Be able to calculate quantity and prices for small scale painting jobs.	5.1. Calculate the quantity of materials required for a range of small scale jobs. 5.2. Estimate the cost of carrying out a range of small scale jobs.
6. Be able to maintain work area and equipment.	6.1. Clean tools, equipment and work area as required.

Assessment Guidance

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

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

Title	Developing Plastering Techniques
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA259
Unit Reference No	F/506/6440
Unit purpose and aim(s): This unit will enable the learner to understand plastering techniques.	

Learning Outcomes	Assessment Criteria
1. Understand tools and equipment used in plastering.	1.1. Describe the use, care and storage of a range of hand tools used in plastering. 1.2. Describe the importance of using correct procedures for care and storage of tools and equipment.
2. Understand materials used in plastering.	2.1. Describe the purpose of a range of materials used in plastering. 2.2. Describe and demonstrate how to mix two types of plaster.
3. Understand backgrounds that receive plaster.	3.1. Describe the characteristics of a range of common backgrounds for plaster.
4. Understand how to prepare for plastering.	4.1. Describe and demonstrate checks required before starting to plaster. 4.2. Describe the process for checking the suction of a wall. 4.3. Describe a method for setting out a wall. 4.4. Describe the process for fixing angle-beads.
5. Understand floating techniques.	5.1. Describe and demonstrate the procedure for floating a wall using either plumb and dot or broad screed methods.
6. Be able to review own work.	6.1. Assess own work, identifying areas for improvement.

Assessment Guidance

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

Title	Developing Skills in Drawing Plans and Elevations
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA260
Unit Reference No	J/506/6441
Unit purpose and aim(s): This unit will enable the learner to understand how to draw plans and elevations	

Learning Outcomes	Assessment Criteria
1. Be able to draw interior design plans to scale.	1.1. Develop accurate scale plans using appropriate line weighting and annotation. 1.2. Select suitable scale appropriate to the complexity of the design.
2. Be able to lay out technical drawings.	2.1. Produce accurate final technical drawing work using recognised drawing conventions.
3. Understand drawing symbols.	3.1. Describe and use symbols appropriate to final technical drawing work.
4. Be able to draw elevations to scale.	4.1. Develop accurate elevations using appropriate line weighting and annotation. 4.2. Select suitable scale appropriate to the complexity of the design.

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

Title	Developing Wallpapering Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA261
Unit Reference No	L/506/6442
Unit purpose and aim(s): This unit will enable the learner to understand how to apply wallpaper.	

Learning Outcomes	Assessment Criteria
1. Be able to select equipment and materials for wallpapering.	1.1. Select relevant tools and materials for wallpapering.
2. Be able to plan and prepare for a wallpapering task.	2.1. Describe obvious defects in the surface to be papered. 2.2. Estimate the number of complete drops needed to cover the surface area. 2.3. Demonstrate the setting up of a workstation in an appropriate position. 2.4. Mix adhesive according to paper type and the manufacturer's instructions. 2.5. Mark a plumb line from a suitable starting point.
3. Be able to apply wallpaper.	3.1. Demonstrate how to apply adhesive to the paper. 3.2. Demonstrate how to fold paper before use. 3.3. Demonstrate use of plumb line to assist with wallpapering. 3.4. Demonstrate how to wallpaper without having creases and bubbles. 3.5. Ensure internal and external angles are correctly finished. 3.6. Demonstrate how to cut and apply the paper around a range of fixtures and fittings. 3.7. Demonstrate how to trim excess paper and remove any excess paste.
4. Be able to maintain tools and the working area.	4.1. Demonstrate how to clean tools and the working area.

Assessment Guidance

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

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

Title	Working with Valves, Taps and Cisterns in Domestic Plumbing
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA262
Unit Reference No	R/506/6443
Unit purpose and aim(s): This unit will enable the learner to understand how to fix common faults with valves, taps and cisterns in domestic plumbing	

Learning Outcomes	Assessment Criteria
1. Understand the construction and operation of domestic taps.	1.1. Identify and explain the function of components in a range of domestic taps. 1.2. Diagnose and rectify common faults in a range of domestic taps.
2. Understand the construction and operation of float and isolation valves.	2.1. Describe the function of components in a range of float and isolation valves. 2.2. Describe and demonstrate the rectification of a range of common faults in different types of float and isolation valves.
3. Understand the construction and operation of a domestic toilet cistern.	3.1. Describe the function of components in different types of cisterns. 3.2. Describe and demonstrate the rectification of a range of faults in different types of cistern.
4. Understand water storage in a domestic system.	4.1. Describe the importance of water storage in a domestic system and how this is done.

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

Title	Working with Woodworking Tools
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA263
Unit Reference No	Y/506/6444
Unit purpose and aim(s): This unit will enable the learner to understand how to use electrical and manual woodworking tools.	

Learning Outcomes	Assessment Criteria
1. Be able to use manual woodworking tools.	1.1. Describe the use of various manual tools used in carpentry. 1.2. Identify and demonstrate the correct use of manual tools for given tasks.
2. Be able to maintain manual and electrical tools.	2.1. Describe how to safely check the sharpness of manual tools for given tasks. 2.2. Use techniques and equipment to maintain manual tools including: a) wheel b) oilstone c) honing guides 2.3. Describe and demonstrate how to check the wiring of electrical tools.
3. Be able to use electrical tools in woodwork.	3.1. Describe and demonstrate the use of electrical tools including: a) cut timber to given dimensions b) drill holes to given dimensions c) sand to a smooth finish d) insert screws to a given depth e) countersink screws f) counterbore large diameter holes
4. Be able to store woodworking tools.	4.1. Demonstrate the correct method of storage for: a) electrical tools b) manual tools

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

Title	Environmental Awareness and Sustainability in Construction
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA250
Unit Reference No	Y/506/6430
Unit purpose and aim(s): This unit will enable the learner to understand the principles and reasons for sustainable and environmentally aware construction practices	

Learning Outcomes	Assessment Criteria
1. Understand environmental awareness and sustainability in construction.	1.1. Describe the importance of environmental awareness and sustainability in construction. 1.2. Assess the impact environmental issues on construction methods and activities.
2. Understand how sustainable practices are applied within construction.	2.1. Classify building materials into recyclable and reusable materials. 2.2. Describe methods of reducing waste material in construction.
3. Understand how renewable technologies and energy conservation are applied to construction.	3.1. Compare renewable technologies used in buildings. 3.2. Describe methods used in construction to conserve energy in buildings.
4. Understand how waste is disposed.	4.1. Describe the importance of disposing of waste in an environmentally friendly way. 4.2. Assess the potential hazards of incorrectly disposing of construction waste.

Assessment Guidance

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

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

Title	Employment Opportunities within the Hospitality Industry
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA265
Unit Reference No	H/506/6446
Unit purpose and aim(s): This unit will enable the learner to understand the range of employment opportunities available within the hospitality industry	

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

Assessment Guidance

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

Assessment Method	Definition	Possible Content
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

Title	Food and Drink Table Service
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA266
Unit Reference No	K/506/6447
Unit purpose and aim(s): This unit will enable the learner to greet and serve customers.	

Learning Outcomes	Assessment Criteria
1. Know how to greet customers appropriately and take orders for food and drink.	1.1. Describe organisational standards for customer service. 1.2. Explain why it is important to give accurate information about menu items. 1.3. Demonstrate how to greet customers appropriately assisting with the following: a) individual and/or group requirements b) menu information c) food and drink choices d) special promotional offers 1.4. Record and process customers' orders.
2. Be able to serve customers.	2.1. Describe safe and hygienic working practices when serving customer orders. 2.2. Demonstrate how to serve customers taking account of the following: a) correct table items for food and drinks being served b) service of drinks in correct style, measure and temperature. c) service of food using appropriate utensils and service method d) removal of leftover food, drink and accompaniments e) correct disposal of waste food and drink 2.3. Explain why it is important to maintain the dining and service area. 2.4. Describe how to respond to types of unexpected situations that may occur when serving food and drink.

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

Title	Practical Baking Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA267
Unit Reference No	L/506/6456
Unit purpose and aim(s): This unit will enable the learner to develop their baking skills	

Learning Outcomes	Assessment Criteria
1. Be able to make bread.	1.1. Describe the ingredients used to make different types of bread. 1.2. Demonstrate how to make bread with and without yeast. 1.3. Explain the role of the yeast and its preparation in bread making.
2. Be able to make pastry, fancy biscuits and fancy cakes.	2.1. Explain and demonstrate different techniques for making a range of: a) pastries b) fancy biscuits c) fancy cakes 2.2. Assess final products identifying areas for improvement.
3. Understand principles of health and safety.	3.1. Apply health and safety principles.

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

Title	Practical Kitchen Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA268
Unit Reference No	R/506/6457

Unit purpose and aim(s): This unit will enable the learner to develop and use effective kitchen skills

Learning Outcomes	Assessment Criteria
1. Be able to use a variety of measuring methods.	1.1. Use a range of measuring methods to measure liquids and solids accurately.
2. Know the importance of health and safety requirements when working in a kitchen.	2.1. Describe possible safety hazards within a kitchen and how they can be dealt with. 2.2. Demonstrate safe practices when working within a kitchen.
3. Understand the principles of food hygiene.	3.1. Describe the principles of food hygiene to include the following: a) preparing raw and cooked food b) preventing cross contamination c) appropriate temperature controls d) appropriate storage of raw and cooked food
4. Understand and apply the principles of personal hygiene.	4.1. Describe and apply the principles of personal hygiene.
5. Know how to organise and maintain equipment and work area safely.	5.1. Organise and use a safe and efficient work area. 5.2. Clean and store equipment after use.

Assessment Guidance

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

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

Title	Tea and Coffee Counter Service
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA269
Unit Reference No	Y/506/6458
Unit purpose and aim(s): This unit will enable the learner to understand the features and requirements for tea and coffee counter service.	
Learning Outcomes	**Assessment Criteria**
1. Recognise the features and requirements for tea and coffee counter service.	1.1. Describe a range of teas and coffees and their country of origin. 1.2. Explain the main features of a range of teas and coffees to inform customers. 1.3. Describe how to store tea and coffee to maximise shelf life including: a) temperature requirements b) protection and wrapping c) stock rotation and display 1.4 Describe tea and coffee counter service requirements.
2. Be able to serve tea and coffee safely.	2.1. Describe individual customer requirements. 2.2. Serve a range of teas and coffees using appropriate tools and equipment safely. 2.3. Demonstrate how to comply with the following counter service requirements: a) cleaning schedules b) personal hygiene c) personal protective clothing and equipment d) stock rotation
3. Be able to use a commercial espresso machine.	3.1. Explain the features of a commercial coffee espresso machine and how it can be used to produce different types of coffee. 3.2. Describe possible health and safety issues associated with using a commercial coffee machine. 3.3. Demonstrate the use of a coffee grinder. 3.4. Demonstrate the use of a commercial espresso machine to produce different types of coffee including: a) espresso b) cappuccino c) flat white d) macchiato e) americano f) latte 3.5. Demonstrate the routine cleaning and maintenance of a commercial coffee machine.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to 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

Title	Understanding Food and Nutrition
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA270
Unit Reference No	D/506/6459
Unit purpose and aim(s): This unit will enable the learner to understand the importance of a balanced diet for Individuals.	

Learning Outcomes	Assessment Criteria
1. Know what constitutes a balanced diet for an individual.	1.1. Describe the main nutrients for a balanced diet. 1.2. Explain foods that contain the main nutrients and state their basic functions.
2. Recognise food allergies and their effects on an individual.	2.1. Describe a range of common food allergies and their effects.
3. Be able to prepare and present nutritious food.	3.1. Give examples of balanced menus for people of different ages. 3.2. Prepare a range of nutritious meals using these menus. 3.3. Describe how food can be presented attractively taking into account: a) colour b) texture c) smell
4. Understand food restrictions of different religious and cultural groups.	4.1. Describe food restrictions of different religious and cultural groups including: a) types of food b) preparation c) utensils d) eating habits

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

Title	Health and Safety for Catering
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA271
Unit Reference No	D/506/6462
Unit purpose and aim(s): This unit will enable the learner to understand the importance of maintaining health & safety standards within a catering environment.	

Learning Outcomes	Assessment Criteria
1. Be aware of the importance of health and safety in a catering environment.	1.1. Describe the main responsibilities of employers and employees towards health and safety. 1.2. Describe health and safety hazards in the workplace and how to report them. 1.3. Explain the importance of following instructions, safety rules and safe procedures at work.
2. Be aware of the importance of food safety in a catering environment.	2.1. Describe own responsibility in relation to food safety. 2.2. Explain what is meant by the following terms: a) hazard b) risk c) control measure d) food hygiene e) contamination 2.3. Describe possible food hazards in the workplace. 2.4. Describe how food should be handled to prevent contamination. 2.5. Explain the importance of time/temperature controls and stock rotation.
3. Understand how to keep self and work area safe, clean and hygienic.	3.1. Describe the reasons for keeping self and work area clean and hygienic. 3.2. Describe how to maintain personal hygiene. 3.3. Describe how to keep the work area clean and hygienic. 3.4. Explain how waste should be stored and disposed of.

Assessment Guidance

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

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

Title	Maintaining, Handling and Cleaning knives
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA272
Unit Reference No	K/506/6464
Unit purpose and aim(s): This unit will enable the learner to understand the purpose of knives within the food industry.	

Learning Outcomes	Assessment Criteria
1. Know how to maintain, handle and clean knives.	1.1. Explain the benefits of colour coding knives. 1.2. Explain how to maintain, handle and clean knives including why: a) knives should be kept sharp b) knives should be stored safely c) appropriate knife should be selected for a given task d) handles of knives should not be allowed to become greasy during use. e) knives should be handled and carried correctly. f) cutting surfaces should be firm, secure and clean g) knives should be cleaned between different food groups 1.3. Explain the hazards associated with knife usage including how to report accidents and damage. 1.4. Explain why damaged knives should not be used. 1.5. Explain contamination risks from poorly maintained knives. 1.6. Explain appropriate actions to avoid allergic reaction amongst consumers when handling and cleaning knives.
2. Be able to maintain, handle and clean knives.	2.1. Demonstrate how to: a) select knives appropriate for given task b) ensure knives are clean and safe for use c) sharpen knives using safe sharpening methods d) handle knives safely for a given task e) clean and store knives appropriately after use
3. Understand how personal protective equipment (PPE) is used effectively.	3.1. Describe how the following affect the operative's PPE requirements: a) speed of work b) position of product in relation to operative c) the properties of products being cut 3.2. Describe how the working environment can affect knife skills performance.

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

Title	Preparing Hot and Cold Sandwiches
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA273
Unit Reference No	M/506/6465
Unit purpose and aim(s): This unit will enable the learner to prepare a range of hot and cold sandwiches.	

Learning Outcomes	Assessment Criteria
1. Understand how to prepare hot and cold sandwiches.	1.1. Explain the process of preparing hot and cold sandwiches including: a) ensuring bread and fillings are fresh b) tools and equipment are clean and ready for use c) presented attractively d) stored correctly 1.2. Explain the range of hot and cold sandwiches and the preparation methods of each. 1.3. Describe safe and hygienic practices for sandwich preparation.
2. Know how to prepare hot and cold sandwiches.	2.1. Demonstrate how to prepare hot and cold sandwiches selecting the correct: a) tools and equipment b) bread c) fillings d) cooking method e) packaging and/or presentation f) safe and hygienic practices 2.2. Safely store any sandwich and fillings not for immediate use.

Assessment Guidance

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

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

Title	Preparing, Cooking and Finishing Basic Pasta Dishes
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA274
Unit Reference No	T/506/6466
Unit purpose and aim(s): This unit will enable the learner to prepare, cook and finish basic pasta dishes.	

Learning Outcomes	Assessment Criteria
1. Know how to prepare basic pasta dishes.	1.1. Describe the different pastas used in a range of dishes. 1.2. Describe how to check the pasta and other ingredients ensuring they meet dish requirements. 1.3. Explain the process of preparing basic pasta dishes including: a) correct type of pasta and cooking method b) other ingredients required c) tools and equipment 1.4. Describe what to do if there are any problems with the pasta or other ingredients.
2. Be able to cook and finish basic pasta dishes.	2.1. Demonstrate how to carry out different cooking methods using the correct tools, equipment and techniques. 2.2. Cook a range of basic pasta dishes ensuring the correct colour, flavour, texture and quantity. 2.3. Present and garnish the pasta dish to meet requirements. 2.4. Make sure the pasta dish is at the correct temperature for holding and serving. 2.5. Safely store any cooked pasta dishes not for immediate use.

Assessment Guidance

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

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

Title	Preparing, Cooking and Finishing Basic Soups
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA275
Unit Reference No	A/506/6467
Unit purpose and aim(s): This unit will enable the learner to prepare, cook and finish basic soups.	

Learning Outcomes	Assessment Criteria
1. Know how to prepare basic soups.	1.1. Describe the different ingredients used in a range of soups. 1.2. Describe how to check the ingredients ensuring they meet dish requirements. 1.3. Explain the process of preparing basic soups including: a) correct ingredients and cooking methods b) tools and equipment 1.4. Describe what to do if there are any problems with the ingredients.
2. Be able to cook and finish basic soups.	2.1. Demonstrate how to carry out different cooking methods using the correct tools, equipment and techniques. 2.2. Cook a range of basic soups ensuring the correct flavour, colour, consistency and quantity. 2.3. Present and garnish the soup to meet requirements. 2.4. Make sure the soup is at the correct temperature for holding and serving. 2.5. Safely store any cooked soup not for immediate use.

Assessment Guidance

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

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

Title	Understanding the Catering Industry
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA276
Unit Reference No	F/506/6468
Unit purpose and aim(s): This unit will enable the learner to identify the duties, procedures and requirements for work within the catering industry including equipment use and maintenance, health and safety requirements and using effective communication.	

Learning Outcomes	Assessment Criteria
1. Know duties, procedures and requirements relevant to working the catering industry.	1.1. Describe duties, procedures and requirements for a range of catering roles. 1.2. Describe workplace requirements in relation to: a) personal presentation b) timekeeping and attendance c) behaviour d) customer complaints 1.3. Describe duties and procedures for own job role and possible consequences if not adhered to. 1.4. Demonstrate effective communication within own job role.
2. Be able to use equipment when working in catering.	2.1. Describe and demonstrate the use of equipment in catering and their purpose. 2.2. Describe how to maintain and store equipment.
3. Know health and safety procedures for working in catering.	3.1. Explain the following procedures: a) fire b) accident c) health and safety

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

Title	Cooking Meat, Fish and Vegetables
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA277
Unit Reference No	J/506/6469
Unit purpose and aim(s): This unit will enable the learner to develop their skills in cooking meat, fish and vegetables	

Learning Outcomes	Assessment Criteria
1. Know how to prepare and cook a range of meats.	1.1. Describe a range of meats. 1.2. Describe suitable cooking methods for a range of meats. 1.3. Prepare, bone and cook different types of meats in a range of everyday recipes. 1.4. Assess final dish identifying areas for improvement.
2. Know how to prepare and cook a range of fish.	2.1. Describe a range of fish. 2.2. Describe suitable cooking methods for a range of fish. 2.3. Prepare, fillet and cook different types of fish in a range of everyday recipes. 2.4. Assess final dish identifying areas for improvement.
3. Know how to prepare and cook a range of vegetables.	3.1. Describe a range of vegetables. 3.2. Describe suitable cooking methods for a range of vegetables. 3.3. Prepare and cook different types of vegetables in a range of everyday recipes. 3.4. Assess final dish identifying areas for improvement.
4. Understand principles of health and safety.	4.1. Apply health and safety principles.

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

Title	Food Preparation and Cooking Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA278
Unit Reference No	A/506/6470
Unit purpose and aim(s): This unit will enable the learner to develop their skills in food preparation and cooking	

Learning Outcomes	Assessment Criteria
1. Know how to plan and cost a range of nutritious meals.	1.1. Plan and cost a range of nutritious meals to include fresh and convenience foods.
2. Know how to use a range of kitchen equipment to produce a range of dishes.	2.1. Use a range of kitchen equipment to produce a range of dishes. 2.2. Demonstrate the safe use and storage of equipment.
3. Be able to use a variety of cookery methods.	3.1. Produce dishes using a range of cookery methods explaining reason for choice. 3.2. Assess own skills identifying areas for improvement.
4. Understand the importance of health and safety requirements in the kitchen.	4.1. Explain why it is important to adhere to health and safety requirements in a kitchen. 4.2. Describe the main health and safety risks in a kitchen. 4.3. Demonstrate health and safety requirements when working in a kitchen.

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

Title	Plan and Cook for Healthy Living
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA279
Unit Reference No	F/506/6471
Unit purpose and aim(s): This unit will enable the learner to plan menus and cook healthy meals	

Learning Outcomes	Assessment Criteria
1. Understand major food groups and their functions.	1.1. Classify the major food groups. 1.2. Explain each food group's function for healthy living.
2. Understand the different dietary needs of specific groups of people.	2.1. Describe the different dietary requirements of various groups of people.
3. Be able to apply dietary knowledge in menu planning.	3.1. Plan nutritious menus for individuals with different dietary needs. 3.2. Explain why nutritious menus may help to maintain a healthy life style.
4. Know how to provide nutritious healthy meals.	4.1. Identify ingredients for healthy meals. 4.2. Create a healthy two-course meal for individuals with different dietary needs.

Assessment Guidance

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

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

Title	Customer Service for the Hospitality Industry
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA280
Unit Reference No	J/506/6472
Unit purpose and aim(s): This unit will enable the learner to demonstrate a range of customer service skills in the hospitality industry.	

Learning Outcomes	Assessment Criteria
1. Understand the benefits of good customer service within the hospitality industry.	1.1. Explain with examples what is meant by good customer service and its benefits. 1.2. Explain the use of technology in providing customer service. 1.3. Describe a range of methods to seek customer feedback on service.
2. Be able to communicate effectively with customers.	2.1. Explain the benefits of good communication. 2.2. Describe how to deal with routine customer needs within the hospitality industry. 2.3. Demonstrate how to communicate effectively in a hospitality environment using verbal and non-verbal communication.
3. Understand the importance of good personal presentation.	3.1. Explain the importance of good personal hygiene and presentation in a hospitality environment.
4. Know how to respond to customer complaints.	4.1. Describe a range of approaches to handling customer complaints. 4.2. Describe own organisation's procedures for handling, solving and recording customer complaints.

Assessment Guidance

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

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

Title	Handling Food Safely
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA281
Unit Reference No	L/506/6473
Unit purpose and aim(s): This unit will enable the learner to use safe food handling techniques.	

Learning Outcomes	Assessment Criteria
1. Recognise the importance of handling food safely.	1.1. Describe hazards related to food safety and outline appropriate actions. 1.2. Describe how to maintain good practice when handling food. 1.3. Describe how to store and dispose of waste safely.
2. Understand the need for good personal hygiene when handling food.	2.1. Describe the importance of maintaining an appropriate standard of personal hygiene. 2.2. Describe a range of problems which may occur if personal hygiene standards are not maintained when handling food.
3. Understand the importance of keeping the work areas clean and hygienic.	3.1. Describe how to keep the work area and equipment clean and tidy. 3.2. Explain the importance of using cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal. 3.3. Explain how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning. 3.4. Select and demonstrate safe use of cleaning materials in a food work area.
4. Recognise the importance of keeping food products safely.	4.1. Explain the sources and risks to food safety from contamination and cross contamination. 4.2. Explain the correct procedures to deal with food spoilage. 4.3. Describe safe food handling practices, procedures and temperature controls for the following: a) storing b) preparing c) cooking d) chilling e) reheating f) handling g) serving h) transporting 4.4. Explain stock control 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	Learner notes/written work Learner log/diary Peer notes Record of observation

	OR A collection of documents containing work that shows the learner's progression through the course	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

Title	Using Grains, Pulses and Dairy Products for Cooking
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA282
Unit Reference No	R/506/6474
Unit purpose and aim(s): This unit will enable the learner to identify and use grains, pulses and dairy items to produce balanced meals	

Learning Outcomes	Assessment Criteria
1. Understand the nutritional value of grains, pulses and dairy products.	1.1. Explain the nutritional value of grains, pulses and dairy products in mixed and vegetarian diets.
2. Be able to use different types of rice.	2.1. Use a variety of rice in dishes, including sweet and savoury.
3. Be able to use different types of pulses.	3.1. Use pulses and combine other ingredients appropriately to produce a balanced meal.
4. Be able to make pasta.	4.1. Produce simple flat pasta, including lasagne, tagliatelle or cannelloni.
5. Be able to use common grains.	5.1. Use a range of grains including couscous, bulgar wheat and polenta to produce different salads and accompaniments.
6. Be able to use dairy products in cooking.	6.1. Explain the contribution dairy products make to a balanced diet. 6.2. Use dairy products in a range of sweet and savoury dishes.
7. Know how to evaluate own work.	7.1. Assess finished products and identify areas for improvement.
8. Understand principles of health and safety.	8.1. Apply health and safety principles.

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

Title	Using Bespoke Software
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA283
Unit Reference No	Y/506/6475
Unit purpose and aim(s): This unit will enable the learner to understand how to use bespoke software	

Learning Outcomes	Assessment Criteria
1. Be able to input and combine information using bespoke applications.	1.1. Input relevant information accurately. 1.2. Describe and demonstrate how to select and use appropriate techniques to link and combine information from different sources or forms. 1.3. Respond appropriately to data entry error messages.
2. Be able to use appropriate structures to organise and retrieve information.	2.1. Describe what functions are needed to structure, organise and retrieve information effectively. 2.2. Select and use appropriate structures and/or layouts to organise information. 2.3. Apply local and/or legal guidelines and conventions for the storage and use of data where available.
3. Be able to use the functions of the software to process and present information.	3.1. Select and use appropriate tools and techniques to edit process and format information. 3.2. Use IT tools to configure date to meet needs and to make corrections as necessary. 3.3. Select and use appropriate methods to present information.

Assessment Guidance

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

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

Title	Using Database Software
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA284
Unit Reference No	D/506/6476
Unit purpose and aim(s): This unit will enable the learner to understand how to use database software	

Learning Outcomes	Assessment Criteria
1. Be able to create and modify non-relational database tables.	1.1. Describe the components of a database design. 1.2. Describe the field characteristics for the data required. 1.3. Create and modify database tables using a range of field types. 1.4. Describe what is meant by data integrity and ways to maintain it. 1.5. Respond appropriately to problems with database tables. 1.6. Use database tools and techniques to ensure data integrity is maintained.
2. Be able to enter, edit and organise structured information in a database.	2.1. Create forms to enter, edit and organise data in a database. 2.2. Select and use appropriate tools and techniques to format data entry forms. 2.3. Demonstrate the use of IT tools to enter and correct data. 2.4. Respond appropriately to data entry errors.
3. Be able to use database software tools.	3.1. Create and run database queries using multiple criteria to display or amend selected data. 3.2. Plan and produce database reports from a single table non-relational database. 3.3. Select and use appropriate tools and techniques to format database reports. 3.4. Demonstrate the use of IT tools to generate reports and make corrections as 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

Title	Capturing and Editing Audio Sequences
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA285
Unit Reference No	H/506/6477
Unit purpose and aim(s): This unit will enable the learner to understand how to capture and edit audio sequences	

Learning Outcomes	Assessment Criteria
1. Be able to use audio hardware and software to capture sequences.	1.1. Describe correct combinations of input device and audio software which minimise compatibility issues. 1.2. Use input devices and built-in audio software to capture audio sequences. 1.3. Describe audio file formats, impact of file size and format. 1.4. Identify when to use different types of information coding and compression. 1.5. Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.
2. Be able to use audio software tools.	2.1. Compare audio editing software. 2.2. Cut and paste sequences to meet needs. 2.3. Combine information of different forms or from different sources, in line with copyright constraints. 2.4. Describe impact of copyright constraints on using others' information.
3. Be able to play and present audio sequences.	3.1. Describe features and constraints of playback software and display devices. 3.2. Identify and use appropriate playback software and audio devices for use. 3.3. Select and use appropriate combination of software and display device to play back audio sequences. 3.4. Adjust playback and display settings so that sequences are presented to meet needs.

Assessment Guidance

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

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

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

Title	Using Digital Imaging and Printing Tools
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA286
Unit Reference No	M/506/6479
Unit purpose and aim(s): This unit will enable the learner to understand how to use digital imaging and printing software	

Learning Outcomes	Assessment Criteria
1. Understand digital imaging and printing.	1.1. Describe the characteristics of digital imaging and printing. 1.2. Describe copyright issues associated with digital imaging.
2. Be able to produce digital images and prints.	2.1. Produce digital images using appropriate software tools to meet required outcomes. 2.2. Produce digital prints from digital imaging sources to achieve solutions for identified goals. 2.3. Assess digital images and prints and identify areas for improvement.
3. Understand photographic practice and health and safety procedures.	3.1. Describe and use safe working practices within digital production facilities.

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

Title	Creating and Developing Business Ideas
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA287
Unit Reference No	H/506/6480
Unit purpose and aim(s): This unit will enable the learner to understand how develop a business idea.	

Learning Outcomes	Assessment Criteria
1. Understand how to develop your business idea.	1.1. Compare and contrast potential business ideas. 1.2. Select a business idea and describe why it is likely to be successful and financially viable.
2. Understand the market for your business idea.	2.1. Describe the market for your business idea. 2.2. Identify any potential competitors and gaps in the marketplace. 2.3. Identify market and business trends that are likely to affect your business idea.

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

Title	Design Software Skills
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA288
Unit Reference No	K/506/6481

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

Learning Outcomes	Assessment Criteria
1. Be able to obtain, insert and combine information for designs.	1.1. Describe what is required to meet design outcomes. 1.2. Obtain, input and prepare designs to meet needs. 1.3. Describe what copyright and other constraints apply to the use of designs. 1.4. Use appropriate techniques to organise and combine information from different sources and types. 1.5. Describe the context in which the designs will be used. 1.6. Select appropriate file format to use for saving designs to suit different presentation methods. 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available.
2. Be able to use design software tools to create, manipulate and edit designs.	2.1. Describe what technical factors need to be considered when creating a design. 2.2. Select and use suitable techniques to create designs. 2.3. Use guidelines and dimensioning tools appropriately to enhance precision. 2.4. Select and use appropriate tools and techniques to manipulate and edit designs. 2.5. Check designs meet needs and use IT tools to make necessary corrections. 2.6. Identify and respond to quality problems with designs to make sure that they meet needs.

Assessment Guidance

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

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

Title	Desktop Publishing Skills
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA289
Unit Reference No	M/506/6482

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

Learning Outcomes	Assessment Criteria
1. Be able to select and use appropriate designs and page layouts for publications.	1.1. Describe what types of information are needed. 1.2. Describe how to change page design and layout to increase effectiveness of a publication for different media. 1.3. Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant. 1.4. Select and use appropriate media for the publication.
2. Be able to input and combine text and other information within publications.	2.1. Find and input information into a publication so that it is ready for editing and formatting. 2.2. Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software. 2.3. Describe how copyright constraints affect use of own and others' information. 2.4. Compare different file formats used to save designs and images. 2.5. Store and retrieve publication files effectively, in line with local guidelines and conventions where available.
3. Be able to use desktop publishing software techniques to edit and format publications.	3.1. Describe what editing and formatting to use for the publication. 3.2. Select and use appropriate techniques to edit publications and format text. 3.3. Manipulate images and graphic elements accurately. 3.4. Control text flow within single and multiple columns and pages. 3.5. Use IT tools to check and make corrections to final product as required. 3.6. Identify and respond to quality problems with publications to make sure they meet needs.

Assessment Guidance

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

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

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

Title	Fundamentals of IT Communication
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA290
Unit Reference No	T/506/6483
Unit purpose and aim(s): This unit will enable the learner to understand IT communication fundamentals	

Learning Outcomes	Assessment Criteria
1. Be able to select and use a variety of sources of information to meet needs.	1.1. Select and use appropriate sources of information to meet requirements. 1.2. Describe different features of information. 1.3. Identify copyright and other constraints on the use of information.
2. Be able to access, search, select and use Internet-based information.	2.1. Access, navigate and search internet sources of information purposefully and effectively. 2.2. Use appropriate search techniques to locate relevant information. 2.3. Select and assess information that is fit for purpose.
3. Be able to select and use IT to communicate and exchange information safely, responsibly and effectively.	3.1. Create access, read and respond appropriately to e-mail and other IT-based communication. 3.2. Use IT tools to manage an address book and schedule activities. 3.3. Manage storage of IT-based communications. 3.4. Describe how to respond to common IT-based communication problems. 3.5. Respond appropriately to common IT-based communication 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

Title	Fundamentals of IT Software
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA291
Unit Reference No	A/506/6484
Unit purpose and aim(s): This unit will enable the learner to understand the fundamentals of IT software	

Learning Outcomes	Assessment Criteria
1. Be able to select and use appropriate software applications.	1.1. Describe what types of information are needed. 1.2. Select and use software applications to develop, produce and present different types of information to meet needs and solve problems.
2. Be able to enter, develop, combine and format different types of information.	2.1. Enter, organise, edit, refine and format different types of information to meet needs. 2.2. Use appropriate techniques to combine image and text components. 2.3. Combine information from different sources and forms. 2.4. Select and use appropriate page layout to present information effectively.
3. Be able to present information in ways that are fit for purpose and audience.	3.1. Work accurately and proof-read, using software facilities where appropriate. 3.2. Identify inconsistencies or quality issues with the presentation of information. 3.3. Produce information that is fit for purpose and audience.
4. Be able to assess the selection and use of IT tools and facilities to present information.	4.1. Review and modify work to ensure it is fit for purpose. 4.2. Review the effectiveness of the IT tools selected.

Assessment Guidance

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

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

Title	Fundamentals of using IT
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA292
Unit Reference No	F/506/6485
Unit purpose and aim(s): This unit will enable the learner to understand IT user fundamentals	

Learning Outcomes	Assessment Criteria
1. Be able to use IT systems to meet a variety of needs.	1.1. Use correct procedures to start and shutdown an IT system. 1.2. Select and use interface features effectively to interact with IT systems. 1.3. Select and adjust system settings as appropriate to needs. 1.4. Select and use a communication service to access the Internet. 1.5. Use appropriate terminology when describing IT systems.
2. Be able to manage information storage and retrieval.	2.1. Describe and demonstrate how to structure files and folders to enable efficient information retrieval. 2.2. Describe when and why to use different types of storage media. 2.3. Organise and store information, using general and local conventions where appropriate.
3. Be able to follow and understand the need for safety and security practices.	3.1. Work safely taking steps to minimise physical stress. 3.2. Describe the danger of computer viruses and how to minimise risk. 3.3. Describe the importance of keeping information secure. 3.4. Demonstrate how to keep information secure. 3.5. Explain why it is important to stay safe and to respect others when using IT-based communication. 3.6. Follow relevant guidelines and procedures for the safe and secure use of IT.
4. Be able to maintain and troubleshoot IT system problems.	4.1. Describe why routine and non-routine maintenance is important and when to carry it out. 4.2. Carry out regular routine maintenance of IT systems safely. 4.3. Identify sources of help and advice. 4.4. Identify IT problems and take appropriate action.

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

	OR A collection of documents containing work that shows the learner's progression through the course	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

Title	Using Computerised Accounting Software
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA293
Unit Reference No	J/506/6486
Unit purpose and aim(s): This unit will enable the learner to understand how to use computerised software	

Learning Outcomes	Assessment Criteria
1. Be able to access, enter and edit accounting information.	1.1. Describe the sources and characteristics of accounting data. 1.2. Describe and demonstrate how to set up and create new accounting data records accurately to meet requirements. 1.3. Locate and display accounting data records to meet requirements. 1.4. Use IT tools to check data records meet needs and make corrections as necessary. 1.5. Respond appropriately to data entry error messages. 1.6. Describe the risks to data security and procedures used for data protection. 1.7. Describe and apply local and/or legal guidelines for the storage and use of data.
2. Be able to select and use tools and techniques to process business transactions.	2.1. Select and use appropriate tools and techniques to enter and process transactions. 2.2. Review transaction process and identify any errors. 2.3. Respond appropriately to any transactions errors and problems. 2.4. Select and use appropriate tools and techniques to process period end routines.
3. Be able to produce accounting documents and summary reports to meet requirements.	3.1. Describe information required from accounting software and how to present it. 3.2. Prepare and generate accounting documents. 3.3. Prepare and generate management reports as required. 3.4. Import and export data and link to other systems and software.

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

Title	Using Imaging Software Tools
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA294
Unit Reference No	L/506/6487

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

Learning Outcomes	Assessment Criteria
1. Be able to obtain, insert and combine information for images.	1.1. Identify images needed to meet requirements. 1.2. Demonstrate how to obtain, input and prepare images to meet needs. 1.3. Describe what copyright and other constraints apply to the use of images. 1.4. Use appropriate techniques to organise and combine information from different sources and forms. 1.5. Describe the context in which the images will be used. 1.6. Compare different file formats uses for saving images for different presentation methods. 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available.
2. Be able to use imaging software tools to create, manipulate and edit images.	2.1. Describe the technical factors affecting images that need to be taken into account. 2.2. Select and use suitable techniques to create images. 2.3. Use guidelines and dimensioning tools appropriately to enhance precision. 2.4. Select and use appropriate tools and techniques to manipulate and edit images. 2.5. Use IT tools to check images meet needs and make corrections as necessary. 2.6. Identify and respond to quality problems with images to ensure they meet needs.

Assessment Guidance

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

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

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

Title	Using IT to Improve Productivity
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA295
Unit Reference No	R/506/6488
Unit purpose and aim(s): This unit will enable the learner to understand how to use IT to improve productivity	

Learning Outcomes	Assessment Criteria
1. Be able to plan, select and use appropriate IT systems and software for different purposes.	1.1. Describe the purpose of using IT and associated methods, skills and resources to complete a given task. 1.2. Plan tasks using IT to achieve the required purpose and outcome. 1.3. Describe factors that may affect the task. 1.4. Select and use IT systems and software applications to complete planned tasks and produce effective outcomes. 1.5. Review outcomes. 1.6. Describe any legal or local guidelines or constraints that may apply to the task or activity.
2. Be able to review and adapt the ongoing use of IT tools and systems.	2.1. Review appropriateness of IT tools and techniques for given task and change as required. 2.2. Identify any areas for improvement. 2.3. Review outcomes ensuring they are fit for purpose.
3. Be able to develop and test solutions to improve the ongoing use of IT tools and systems.	3.1. Review the benefits and drawbacks of current IT tools and systems in relation to productivity and efficiency. 3.2. Describe ways to improve productivity and efficiency. 3.3. Develop and test solutions to improve own productivity in using 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
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

Title	Using Multimedia Software
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA296
Unit Reference No	Y/506/6489
Unit purpose and aim(s): This unit will enable the learner to understand how to use multimedia software	

Learning Outcomes	Assessment Criteria
1. Be able to plan multimedia products.	1.1. Assess the type of multimedia outcome required including necessary specifications. 1.2. Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products. 1.3. Describe how the different elements of the content will be sourced and how they will relate in the design layout. 1.4. Plan the use of interactive features and transitions to meet needs. 1.5. Describe how copyright and other constraints affect use of own and others' information.
2. Be able to obtain, input and combine content to build multimedia outcomes.	2.1. Select and use an appropriate combination of input device, software and input techniques to obtain and input content for multimedia outcomes. 2.2. Combine information from different sources and types to provide multimedia outcomes. 2.3. Describe the file format and storage media to be used. 2.4. Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available.
3. Be able to use multimedia software tools to edit and format multimedia content.	3.1. Select and use appropriate techniques to edit and format multimedia outcomes. 3.2. Manipulate images and graphic elements accurately. 3.3. Use IT tools to check content and quality making corrections as required.
4. Be able to play and present multimedia outcomes.	4.1. Describe what combination of display device and software to use for displaying different multimedia file formats. 4.2. Select and use appropriate software for displaying multimedia outcomes. 4.3. Select and use appropriate navigation techniques and playback controls to suit the files. 4.4. Adjust the display settings of the software and display device to present outcomes effectively.

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

Title	Using Email
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA297
Unit Reference No	L/506/6490
Unit purpose and aim(s): This unit will enable the learner to understand how to use email effectively	

Learning Outcomes	Assessment Criteria
1. Use email software tools and techniques to compose and send emails.	1.1. Select and use software tools to compose and format emails including attachments. 1.2. Describe and demonstrate how to determine the message size and how it can be reduced. 1.3. Demonstrate how to send emails to individuals and groups. 1.4. Describe how to stay safe and respect others when using email. 1.5. Use an address book to organise contact information.
2. Be able to manage incoming emails.	2.1. Follow guidelines and procedures for using emails. 2.2. Read and respond to emails appropriately. 2.3. Use email software tools and techniques to automate responses. 2.4. Describe and demonstrate how to archive and store emails including attachments. 2.5. Respond appropriately to email 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

Title	Using Presentation Software
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA298
Unit Reference No	R/506/6491
Unit purpose and aim(s): This unit will enable the learner to understand how to use presentation software	

Learning Outcomes	Assessment Criteria
1. Be able to input and combine text and other information within presentation slides.	1.1. Identify types of information which may be used in presentations. 1.2. Enter information into presentation slides ready for editing and formatting. 1.3. Combine information for presentations in line with any copyright constraints. 1.4. Identify copyright constraints on using others' information. 1.5. Demonstrate how to store and retrieve presentation files effectively in line with local guidelines.
2. Be able to use presentation software tools to structure, edit and format slides.	2.1. Select a template and theme for slides. 2.2. Use appropriate techniques to edit and format slides.
3. Be able to prepare slides for presentation.	3.1. Identify how the slides should be presented. 3.2. Prepare and present slides for presentation. 3.3. Review presentation identifying areas for improvement.

Assessment Guidance

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

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

Title	Using Specialist Software
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA299
Unit Reference No	Y/506/6492
Unit purpose and aim(s): This unit will enable the learner to understand how to use specialist software	

Learning Outcomes	Assessment Criteria
1. Be able to input and combine information using specialist applications.	1.1. Demonstrate how to input information accurately so that it is ready for processing. 1.2. Select and use appropriate techniques to link and combine information from different sources and forms within the software. 1.3. Demonstrate how to respond appropriately to data entry error messages.
2. Be able to use appropriate structures to organise and retrieve information.	2.1. Describe what functions are required to structure and layout information effectively. 2.2. Select and use appropriate structures and/or layouts to organise information. 2.3. Apply local and/or legal guidelines and conventions for the storage and use of data where available.
3. Be able to use the functions of the software effectively to process and present information.	3.1. Select and use appropriate tools and techniques to edit, process and format information. 3.2. Review information identifying areas for improvement. 3.3. Use appropriate presentation methods and accepted layouts to present information.

Assessment Guidance

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

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

Title	Using Spreadsheet Software
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA300
Unit Reference No	D/506/6493
Unit purpose and aim(s): This unit will enable the learner to understand how to use spreadsheet software	

Learning Outcomes	Assessment Criteria
1. Be able to use a spreadsheet to enter, edit and organise data.	1.1. Assess data required for spreadsheet and how it should be structured. 1.2. Demonstrate how to enter and edit numerical and other data accurately. 1.3. Combine and link data across worksheets. 1.4. Store and retrieve spreadsheet files effectively.
2. Be able to select and use appropriate formulas and data analysis tools.	2.1. Describe tools and techniques used to analyse and manipulate data to meet requirements. 2.2. Demonstrate how to select and use a range of appropriate functions and formulas to meet calculation requirements. 2.3. Use a range of tools and techniques to analyse and manipulate data to meet requirements.
3. Be able to select and use tools and techniques to present and format spreadsheet information.	3.1. Plan how to present and format spreadsheet information effectively to meet requirements. 3.2. Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets. 3.3. Select and format an appropriate chart or graph type to display selected information. 3.4. Select and use appropriate page layout to present and print spreadsheet information. 3.5. Review information and amend as required. 3.6. Describe how to find errors in spreadsheet formulas. 3.7. Respond appropriately to any problems with spreadsheets.

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

Title	Mobile IT Devices
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA301
Unit Reference No	H/506/6494
Unit purpose and aim(s): This unit will enable the learner to understand how to use mobile IT devices	

Learning Outcomes	Assessment Criteria
1. Be able to set up and customise a mobile device to meet requirements.	1.1. Describe the purpose of different features and drawbacks of a mobile device. 1.2. Describe different methods that can be used to access mobile networks. 1.3. Prepare, set up and configure the mobile device for use. 1.4. Select, use and customise interface features and settings to meet requirements and improve efficiency. 1.5. Describe health and safety issues associated with the use of mobile devices. 1.6. Apply guidelines and procedures for the use of mobile devices.
2. Be able to select and use applications and files on a mobile device.	2.1. Select and use applications and files on a mobile device for an appropriate purpose. 2.2. Describe and use file formats appropriate for mobile devices. 2.3. Input, organise, store and retrieve data efficiently on a mobile device.
3. Be able to use tools and techniques to transfer data to and from mobile devices.	3.1. Describe different types of secure connection methods that can be used between devices. 3.2. Describe software requirements and techniques to connect and synchronise devices and demonstrate their use. 3.3. Synchronise mobile device data with source data. 3.4. Describe copyright and other constraints on the use and transfer of information. 3.5. Describe why it is important to stay safe, keep information secure and to respect others when using mobile devices. 3.6. Demonstrate how to keep information secure when using a mobile device.
4. Be able to optimise the performance of mobile devices.	4.1. Describe factors that may affect the performance of a mobile device. 4.2. Use appropriate techniques to optimise the performance of the mobile device. 4.3. Describe problems that may occur with mobile devices and associated causes. 4.4. Use an appropriate fault-finding procedure to identify and solve problems with a mobile device. 4.5. Describe where and when to seek expert advice.

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

Title	Accessing the Internet
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA302
Unit Reference No	K/506/6495
Unit purpose and aim(s): This unit will enable the learner to understand how to use the internet	

Learning Outcomes	Assessment Criteria
1. Be able to connect to the internet.	1.1. Compare different types of connection methods. 1.2. Connect to the internet and problem solve basic connection problems.
2. Be able to use browser software to navigate web pages.	2.1. Demonstrate how to use a browser to navigate web pages. 2.2. Demonstrate how to improve the performance of a browser.
3. Be able to use browser tools.	3.1. Select and use appropriate search techniques to locate information. 3.2. Download, organise and store different types of information from the internet.
4. Be able to use browser software to communicate.	4.1. Use tools and techniques to communicate and share information online.
5. Understand how to remain safe when working online.	5.1. Describe and demonstrate how to remain safe when working online. 5.2. Describe and demonstrate how to minimise internet security risks. 5.3. Apply laws, guidelines and procedures for safe and secure internet use. 5.4. Explain the importance of the relevant laws affecting internet users.

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

Title	Capturing, Editing and Presenting Video Sequences
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA303
Unit Reference No	M/506/6496
Unit purpose and aim(s): This unit will enable the learner to understand how to capture, edit and present video sequences	

Learning Outcomes	Assessment Criteria
1. Be able to use video hardware and software to capture sequences.	1.1. Use input devices and video software to capture information and avoid any compatibility issues. 1.2. Select and use an appropriate combination of input device and video software to record sequences. 1.3. Describe the impact file size and file format will have on saving sequences. 1.4. Identify when to use different types of information coding and compression. 1.5. Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available.
2. Be able to use video software tools and techniques to combine and edit sequences.	2.1. Select and use appropriate video software tools to mark up and edit sequences. 2.2. Organise and combine information for sequences in line with any copyright constraints. 2.3. Describe how copyright constraints affect use of own and others' information.
3. Be able to play and present video sequences.	3.1. Describe the features and constraints of playback software and display devices. 3.2. Select and use an appropriate combination of video playback software and display device to suit the file format. 3.3. Describe and use the settings which may be adjusted to improve the quality of presentations.

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

Title	Developing Websites
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA304
Unit Reference No	T/506/6497
Unit purpose and aim(s): This unit will enable the learner to understand how to develop basic websites	

Learning Outcomes	Assessment Criteria
1. Be able to create structures and styles for websites.	1.1. Plan and create website to include: a) page content b) templates and layout c) navigation 1.2. Create, select and use styles to keep the appearance of web pages consistent and easily understood. 1.3. Describe issues that need to be taken into account including: a) copyright b) access 1.4. Describe file types to use for saving content. 1.5. Store and retrieve files in line with local guidelines and conventions where available.
2. Be able to use software tools to prepare content for websites.	2.1. Prepare content for web pages so that it is ready for editing and formatting. 2.2. Organise and combine information required for web pages. 2.3. Select and use appropriate editing and formatting techniques to aid both clarity and navigation. 2.4. Select and use appropriate development techniques to link information across pages. 2.5. Change the file formats appropriately for content. 2.6. Use IT tools to check web pages are fit for purpose making any necessary amendments.
3. Be able to publish websites.	3.1. Select and use appropriate testing methods to check that all elements of websites are working making any necessary amendments. 3.2. Select and use an appropriate programme to upload and publish the website. 3.3. Respond appropriately to problems with multiple page websites.

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

	OR A collection of documents containing work that shows the learner's progression through the course	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

Title	Understanding Marketing
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA305
Unit Reference No	A/506/6498
Unit purpose and aim(s): This unit will enable the learner to understand the principles and concepts of marketing	

Learning Outcomes	Assessment Criteria
1. Understand the principles of marketing.	1.1. Describe the principles and purpose of marketing.
2. Understand the term marketing mix.	2.1. Describe what is meant by the term marketing mix. 2.2. Describe the elements of the marketing mix.
3. Understand the importance of the marketplace to marketing.	3.1. Describe how the elements of marketing mix influence the marketplace and organisation.
4. Understand the main features of buyer behaviour.	4.1. Describe why it is important to identify market segments. 4.2. Describe the important factors of buyer behaviour.

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

Title	Understanding The Role of Business Planning
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA306
Unit Reference No	F/506/6499

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

Learning Outcomes	Assessment Criteria
1. Understand what is contained within a business plan.	1.1. Describe the benefits and content of a business plan.
2. Understand the importance of reviewing organisational performance.	2.1. Describe how and why an employer should review performance. 2.2. Assess own organisational performance and its impact in relation to business planning.
3. Know the tools and techniques used in reviewing organisational performance.	3.1. Describe the tools and techniques used to review performance including: a) Labour Market Information (LMI) b) Political, Economic, Social and Technological (PEST) analysis c) Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis
4. Understand opportunities which may influence business planning.	4.1. Describe opportunities that may impact on a business plan or require a new plan. 4.2. Prepare a plan for taking up identified opportunities.

Assessment Guidance

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

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

Title	Using Project Management Software
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA307
Unit Reference No	K/506/6500
Unit purpose and aim(s): This unit will enable the learner to understand how to use project management software	

Learning Outcomes	Assessment Criteria
1. Be able to create and define a project.	1.1. Assess relevant information in relation to the project. 1.2. Create, store and retrieve project management files effectively in line with local guidelines. 1.3. Define the project file properties and project options.
2. Be able to enter and edit information about project tasks and resources.	2.1. Outline information required including: a) critical tasks b) milestones c) deadlines d) constraints e) resource availability f) utilisation 2.2. Enter and edit information about project into project software. 2.3. Adjust templates for project information. 2.4. Set up and edit dependencies between tasks.
3. Be able to update information about project progress.	3.1. Describe the methods to update and report information about project progress. 3.2. Use editing and formatting techniques to update project elements. 3.3. Update task status in line with progress. 3.4. Update information about resources as required. 3.5. Compare actual progress with project baseline and reschedule uncompleted tasks. 3.6. Identify any risks and issues that may have an impact on the project.
4. Be able to display and report on project status.	4.1. Select and create project reports to meet needs. 4.2. Use filtering and formatting techniques to display project information to meet needs. 4.3. Share project information with other applications.

Assessment Guidance

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

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

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

Title	Using Word Processing Software
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA308
Unit Reference No	M/506/6501
Unit purpose and aim(s): This unit will enable the learner to understand how to use word processing software	

Learning Outcomes	Assessment Criteria
1. Be able to enter and combine text and other forms of information.	1.1. Describe types of information required in a range of documents. 1.2. Demonstrate techniques to enter text and other information accurately and efficiently. 1.3. Select and use appropriate templates for different purposes. 1.4. Describe how and when to combine and merge information from other software, documents or sources. 1.5. Select and use a range of editing tools to amend document content. 1.6. Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.
2. Be able to create and modify layout and structures for word processing documents.	2.1. Describe the document requirements for structure and style. 2.2. Describe what templates and styles are available and when to use them. 2.3. Create and modify columns, tables and forms to organise information. 2.4. Select and apply styles to text.
3. Be able to format and present documents.	3.1. Describe how the document should be formatted to aid meaning. 3.2. Select and use appropriate techniques to format characters and paragraphs. 3.3. Select and use appropriate page and section layouts to present and print documents. 3.4. Use IT tools to ensure documents are fit for purpose making corrections if required.

Assessment Guidance

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

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

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

Title	Assisting a Business Meeting
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA309
Unit Reference No	T/506/6502
Unit purpose and aim(s): This unit will enable the learner to understand business meetings	

Learning Outcomes	Assessment Criteria
1. Know the purpose of business meetings.	1.1. Describe why meetings need to be held. 1.2. Describe the purpose of and prepare the following: a) an agenda b) minutes c) role of a chairperson
2. Understand different meeting techniques.	2.1. Compare different communication methods used in meetings and the benefits of each. 2.2. Compare different problem-solving methods used in meetings.
3. Know how to prepare, set-up and support a business meeting.	3.1. Describe the steps required to prepare for a business meeting to include: a) venue b) invitations c) associated papers 3.2. Describe the importance of planning room layout. 3.3. Provide support at a business meeting. 3.4. Carry out follow up administrative tasks in line with organisational procedures.
4. Know how to evaluate a business meeting.	4.1. Describe how to evaluate a business meeting. 4.2. Carry out an evaluation.

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

Title	Using Office Equipment and Systems
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA310
Unit Reference No	A/506/6503
Unit purpose and aim(s): This unit will enable the learner to use both paper based and electronic systems to process, retrieve and archive business information.	

Learning Outcomes	Assessment Criteria
1. Know the functions of office equipment and systems.	1.1. Describe the purpose and function of key office equipment. 1.2. Describe key office systems and their benefits.
2. Be able to use office equipment.	2.1. Demonstrate the use of a range of office equipment. 2.2. Operate an electronic diary for business purposes. 2.3. Demonstrate the use of telephone system to communicate with others for business purposes.
3. Be able to process, retrieve and archive information.	3.1. Use paper based systems to process, retrieve and archive business information. 3.2. Use electronic systems to process, retrieve and archive business information.

Assessment Guidance

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

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

Title	Creative Writing Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA604
Unit Reference No	K/506/6531
Unit purpose and aim(s): This unit will enable the learner to understand how to write creatively	

Learning Outcomes	Assessment Criteria
1. Recognise a variety of literary styles and genres for different audiences.	1.1. Compare a variety of different literary styles and genres and how they relate to an audience. 1.2. Assess own style and audience/s for material.
2. Understand how to draw on various sources when writing creatively.	2.1. Record material from various sources to provide the basis for creative writing. 2.2. Write a piece based on recorded material.
3. Be able to plan and produce drafts of material.	3.1. Produce a plan for a piece based on an initial idea. 3.2. Structure and shape idea and reflect on decisions made. 3.3. Produce a finished piece which shows evidence of editing and attention to structure.
4. Be able to target a particular reading audience.	4.1. Identify a variety of literary audiences. 4.2. Provide a piece of work targeting a given audience and explain reason for choice.
5. Reflect on own work.	5.1. Receive and respond positively to critical feedback from others. 5.2. Reflect on own work identifying strengths and areas for improvement.

Assessment Guidance

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

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

Title	Exploring Materials
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA681
Unit Reference No	M/506/6532
Unit purpose and aim(s): This unit will enable the learner to understand use of different materials and media in the production pieces	

Learning Outcomes	Assessment Criteria
1. Understand how to manipulate a variety of media and materials.	1.1. Use elements of line, tone, colour, texture, pattern, shape and form in the manipulation of media and materials.
2. Understand the importance collating and documenting research.	2.1. Describe and use methods of collating and documenting research.
3. Know how to experiment with ideas, techniques and materials.	3.1. Select and use a range of techniques and materials in the development of ideas. 3.2. Assess material selection.
4. Understand current trends and preferences within design applications.	4.1. Describe current market forces and trends. 4.2. Comment on potential developments.
5. Be able to recognise conventions.	5.1. Describe the conventions to include the following views: a) historical b) contemporary
6. Understand Health and Safety procedures and safe studio practice.	6.1. Carry out Health and Safety procedures and safe studio practice.

Assessment Guidance

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

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

Title	Exploring Dance Movements
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA682
Unit Reference No	T/506/6533
Unit purpose and aim(s): This unit will enable the learner to explore dance movements and reflect on own performance.	

Learning Outcomes	Assessment Criteria
1. Understand dance movements.	1.1. Demonstrate dance movements to the following: a) different types of music b) in own space c) as part of a group. 1.2. Demonstrate a range of dance performances to include: a) personal freeform dance b) simple solo dance sequence c) simple group dance sequence.
2. Be able to review and reflect on own and others' dance performance.	2.1. Assess own and others' performance identifying areas for improvement.

Assessment Guidance

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

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

Title	Acoustic Recording Techniques
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBA683
Unit Reference No	A/506/6534
Unit purpose and aim(s): This unit will enable to learner to understand acoustic recording techniques	

Learning Outcomes	Assessment Criteria
1. Be able to plan a recording for a small ensemble.	1.1. Describe the resources required to plan for recording a small ensemble.
2. Be able to work safely.	2.1. Describe health and safety issues in the studio / control room.
3. Understand microphone technique.	3.1. Describe the main types of microphones that might be used for recording an ensemble. 3.2. Compare the differences between microphones in terms of application. 3.3. Describe microphone pickup patterns. 3.4. Describe the importance of microphone placement to good quality recording.
4. Understand acoustic recording.	4.1. Demonstrate the placement of instrumentalists and microphones to achieve a balanced recording. 4.2. Describe how room acoustics might impact on the recording process / plan.
5. Be able to record the ensemble and review the recording.	5.1. Use digital recorder to record the given ensemble. 5.2. Describe the process and evaluate success identifying areas for improvement.

Assessment Guidance

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

Title	DJing Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA684
Unit Reference No	F/506/6535
Unit purpose and aim(s): this unit will enable the learner to set up and use DJing equipment.	

Learning Outcomes	Assessment Criteria
1. Be able to set up a D.J. rig.	1.1. Demonstrate the correct and safe set up of a D.J. rig including configuring of the following component parts: a) speakers and monitors b) power amplifiers (Amps) c) mixing console d) decks e) headphones f) microphones (Mic) 1.2. Describe potential health and safety issues surrounding D.J. equipment. 1.3. Describe procedures for ensuring stable set up of the decks and speakers. 1.4. Describe relevant manual handling techniques. 1.5. Describe the procedure for checking for overload on an amplifier and mixing console.
2. Be able to check sound equipment.	2.1. Demonstrate the assessing of levels and equalizer (E.Q.) required. 2.2. Demonstrate setting of appropriate levels and E.Q. avoiding distortion, overload and feedback. 2.3. Describe possible problems presented by venues.
3. Be able to create a set.	3.1. Develop a plan for a 25-minute set including set/track list for given audience and give reasons for choice. 3.2. Demonstrate the incorporation of cross fader, channel fader/master and E.Q. 3.3. Perform the set ensuring introduction of new tracks at suitable levels and tempo.
4. Review own performance.	4.1. Describe the strengths and weaknesses of the completed set and how set may be improved.

Assessment Guidance

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

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

Title	Floristry Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA685
Unit Reference No	J/506/6536
Unit purpose and aim(s): This unit will enable the learner to demonstrate practical floristry skills	

Learning Outcomes	Assessment Criteria
1. Understand the range of design features to be considered for a specified project.	1.1. Collate information about the range of potential design features and construction techniques to meet a specified design brief including: a) table display b) funeral spray c) bridesmaid's posy 1.2. Collate information about the potential range of natural and man-made plant material available according to season.
2. Be able to make informed design decisions.	2.1. Develop and evaluate a specific design and material(s) in terms of: a) intended purpose b) effective use of mechanics c) design principles (colours, form line) d) season e) cost
3. Be able to plan and prepare for the construction of a floral design.	3.1. Select and use appropriate conditioning methods for selected plant material. 3.2. Describe the purpose of the selected tools, equipment and other materials to be used.
4. Be able to produce a floral arrangement.	4.1. Demonstrate how to produce a floral arrangement which meets the design brief.
5. Be able to review work.	5.1. Assess the design and production process including: a) what worked well and what could be improved b) what skills were introduced or developed

Assessment Guidance

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

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

Title	Performance Improvisation Techniques
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA686
Unit Reference No	L/506/6537
Unit purpose and aim(s): This unit will enable the learner to understand how to demonstrate performance improvisation techniques	

Learning Outcomes	Assessment Criteria
1. Understand health and safety issues relating to performance.	1.1. Describe health and safety issues relating to performance.
2. Be able to respond to a range of stimuli and develop ideas for performance.	2.1. Demonstrate how to produce a creative response to a range of given stimuli. 2.2. Demonstrate how to work effectively with others to create and perform improvised material. 2.3. Describe the effectiveness of own responses and identify possible areas for improvement.
3. Use improvisation as a means of exploration.	3.1. Demonstrate how to participate constructively in an improvisation activity that explores a range of themes, characters, emotions and moods. 3.2. Assess improvisation activity identifying areas for improvement.
4. Use improvisation to explore material.	4.1. Demonstrate how to participate constructively in non-text, score or script work. 4.2. Assess improvisation activity identifying areas for improvement.
5. Reflect on own performance.	5.1. Assess own performance. 5.2. Receive and respond positively to feedback from others on performance. 5.3. Identify strengths and areas for improvement.

Assessment Guidance

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

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

Title	Developing Drawing Skills for Painting
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA687
Unit Reference No	R/506/6538
Unit purpose and aim(s): This unit will enable the learner to develop skills in using various drawing methods for painting	

Learning Outcomes	Assessment Criteria
1. Be able to use drawing media.	1.1. Describe the application and use different media.
2. Be able to use different drawing surfaces.	2.1. Describe how and when to use different drawing surfaces. 2.2. Demonstrate the use of different drawing surfaces.
3. Understand the use of drawing in the preparation and production of paintings.	3.1. Describe the use of drawing in the preparation and production of paintings.
4. Be able to use line and tone.	4.1. Use drawing skills and processes related to line and tone.
5. Be able to use sketchbooks.	5.1. Use supporting research and notation when selecting and collecting information. 5.2. Use information from research and sketchbook details for drawing and painting development.
6. Understand the relationship between drawing and painting.	6.1. Describe the relationship between drawing and painting, in practical and historical terms.
7. Be able to adhere to Health and Safety procedures.	7.1. Carry out identified Health and Safety procedures. 7.2. Demonstrate safe studio practice.

Assessment Guidance

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

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

Title	Developing Physical Theatre Performance Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA688
Unit Reference No	Y/506/6539
Unit purpose and aim(s): This unit will enable the learner to develop physical theatre performance skills	

Learning Outcomes	Assessment Criteria
1. Understand health and safety issues relating to physical theatre.	1.1. Describe and formally agree to health and safety rules for physical theatre.
2. Be able to engage safely in physical theatre.	2.1. Describe the importance of and demonstrate physical warm up activities. 2.2. Demonstrate constructive participation in trust building exercises. 2.3. Describe and apply safe practice when working with stage props.
3. Perform basic movements for physical theatre.	3.1. Demonstrate moving in a clear and controlled manner. 3.2. Demonstrate concentration and focus. 3.3. Perform given moves consistently and confidently. 3.4. Demonstrate balance and spatial awareness.
4. Be able to choreograph simple physical performance sequences.	4.1. Arrange given moves in an original order. 4.2. Create effective links between the given moves. 4.3. Demonstrate audience awareness when setting moves. 4.4. Perform sequence correctly and effectively.
5. Reflect on own performance.	5.1. Receive and respond positively to feedback from others on performance. 5.2. Reflect on own performance identifying strengths and areas for improvement.

Assessment Guidance

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

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

Title	Drawing Development Methods and Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA689
Unit Reference No	L/506/6540
Unit purpose and aim(s): This unit will enable the learner to develop different drawing methods	

Learning Outcomes	Assessment Criteria
1. Be able to use different drawing media.	1.1. Describe how and when to use different drawing media. 1.2. Demonstrate the use of different drawing media.
2. Be able to draw on different surfaces.	2.1. Describe how and when to use different drawing surfaces. 2.2. Demonstrate the use of different drawing surfaces.
3. Be able to draw three-dimensional form, mass, space, structure and scale.	3.1. Describe the following: a) three-dimensional form b) mass c) space d) structure e) scale 3.2. Use three-dimensional form, mass, space, structure and scale, using drawing materials and mark-making techniques.
4. Be able to make drawings at varying tempos.	4.1. Demonstrate making drawings at different paces and over varying lengths of time.
5. Be able to use sketchbooks.	5.1. Use supporting research and notation to select and collect information. 5.2. Select items from research and sketchbooks to influence and develop own drawing work.
6. Understand Health and Safety procedures and safe studio practice.	6.1. Carry out identified Health and Safety procedures. 6.2. Demonstrate safe studio practice.

Assessment Guidance

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

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

Title	Musical Ensemble Skills
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBA690
Unit Reference No	R/506/6541
Unit purpose and aim(s): This unit will enable the learner to understand how to perform as part of an ensemble	

Learning Outcomes	Assessment Criteria
1. Be able to perform as part of an ensemble.	1.1. Describe what is meant by ensemble skills. 1.2. Demonstrate playing as an ensemble listening to other members and matching dynamics and timbre. 1.3. Perform an ensemble piece to produce a consistent and good quality sound.
2. Be able to undertake a successful rehearsal schedule.	2.1. Describe the technical demands of each piece through individual practice and ensemble rehearsals. 2.2. Describe what is involved in putting each piece together as an ensemble. 2.3. Describe the importance of individual players within the overall framework of the ensemble.
3. Be able to demonstrate musical competence.	3.1. Perform chosen pieces in conjunction with other members of the ensemble demonstrating a performance that is: a) together b) evenly balanced c) well articulated d) has a sense of pulse and movement e) illustrates a successful interpretation of the music f) communicates well with its audience 3.2. Describe own contribution and success of the performance as a whole and identify possible areas for improvement.

Assessment Guidance

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

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

Title	Performance Realisation Skills - Performer
Level	Two
Credit Value	9
Guided Learning Hours (GLH)	72
OCN NI Unit Code	CBA691
Unit Reference No	Y/506/6542
Unit purpose and aim(s): This unit will enable the learner to demonstrate performance realisation skills.	

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate the disciplines and techniques central to effective realisation.	1.1. Demonstrate how to operate with focused and controlled energy appropriate to a given task. 1.2. Demonstrate how to work in a positive and committed manner during preparation and delivery. 1.3. Demonstrate how to communicate a clear understanding of the text and sub-text through realisation. 1.4. Demonstrate how to make the piece accessible through realisation.
2. Be able to review own performance.	2.1. Describe the details of own personal contribution to performance/realisation. 2.2. Assess own performance/realisation identifying areas for improvement taking into account audience feedback.
3. Be able to review the realisation.	3.1. Describe the production including the views of production team and audience. 3.2. Assess how the production/realisation may be improved.

Assessment Guidance

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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

Title	Technical Sound and Audio Production
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA692
Unit Reference No	D/506/6543
Unit purpose and aim(s): This unit will enable the learner to develop skills in sound and audio production	

Learning Outcomes	Assessment Criteria
1. Understand health and safety issues relating to sound and audio production.	1.1. Describe and agree to health and safety rules relating to sound and audio production.
2. Be able to use sound and audio production equipment.	2.1. Identify and use a range of sound and audio equipment for recording and storing sound. 2.2. Use sound and audio equipment safely.
3. Be able to develop ideas for production.	3.1. Demonstrate how to develop an idea to support production through use of recording, editing and altering sound. 3.2. Create finished sound/audio product. 3.3. Assess the development of the idea and use of techniques.
4. Understand professional working methods.	4.1. Describe current professional working methods and compare to own.
5. Be able to work within a group situation.	5.1. Demonstrate working co-operatively within a team. 5.2. Describe the importance of individual responsibility within the team.
6. Reflect on own work.	6.1. Demonstrate how to receive and respond positively to feedback from others. 6.2. Assess own work identifying areas for improvement.

Assessment Guidance

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

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

Title	Undertaking a Solo Performance
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBA693
Unit Reference No	H/506/6544
Unit purpose and aim(s): This unit will enable the learner to understand how to perform a solo performance	

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate basic technical skills on an instrument.	1.1. Describe tuning method for chosen instrument. 1.2. Describe and demonstrate articulation and intonation techniques using a simple piece of music. 1.3. Describe the importance of correct posture.
2. Be able to develop good practice routines.	2.1. Describe the importance of practice for improvement. 2.2. Develop a practice schedule over a given period with input from others. 2.3. Carry out the practice schedule. 2.4. Assess own musical development.
3. Be able to develop an appreciation of music from different periods and styles.	3.1. Compare two pieces which have contrasting styles or from differing periods.
4. Understand musical competence and performance.	4.1. Describe what is meant by musical competence and how it is achieved. 4.2. Choose and perform two pieces giving a rounded performance showing the following: a) general security of notes and rhythms b) suitable tempo c) reasonable sense of continuity d) prompt recovery from any slips

Assessment Guidance

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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 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

Title	Using the Internet for Promotion within the Creative Arts
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA694
Unit Reference No	K/506/6545
Unit purpose and aim(s): This unit will enable the learner to understand how to use the internet to promote within the creative arts	

Learning Outcomes	Assessment Criteria
1. Understand the role of the internet in promoting creative arts.	1.1. Describe how the internet may be used to distribute and promote creative arts to a wide audience.
2. Understand copyright issues in relation to the internet.	2.1. Describe how copyright affects the publishing of Intellectual Property on the Internet.
3. Be able to design a creative arts related website.	3.1. Design a well structured website containing: a) a minimum of three HTML pages b) a navigational system c) a consistent look and feel. 3.2. Use a variety of media including a minimum of at least two of the following: a) text b) pictures c) sound

Assessment Guidance

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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

Title	Technical Theatre Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA695
Unit Reference No	M/506/6546
Unit purpose and aim(s): This unit will the learner to develop and apply technical theatre skills	

Learning Outcomes	Assessment Criteria
1. Understand health and safety issues relating to technical theatre.	1.1. Describe and formally agree to health and safety rules for technical theatre. 1.2. Demonstrate working in accordance with health and safety practices and procedures.
2. Be able to demonstrate stage management and organisational skills.	2.1. Describe and demonstrate a range of technical skills in one of the following areas: a) work with stage properties b) work on stage sets c) wardrobe d) lighting e) sound f) special effects 2.2. Use a range of stage terminology and technical vocabulary correctly. 2.3. Assess own work following a production.
3. Be able to apply a variety of skills and personal resources.	3.1. Apply skills in solving problems to offer alternatives. 3.2. Use leadership skills where appropriate. 3.3. Demonstrate a consistent and committed approach to the production. 3.4. Demonstrate the ability to work to deadlines.
4. Reflect on own work.	4.1. Receive and respond positively to feedback from others. 4.2. Reflect on own work identifying strengths.

Assessment Guidance

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Title	Applying Practical Skills and Techniques in the Arts
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA696
Unit Reference No	T/506/6547
Unit purpose and aim(s): This unit will enable the learner to develop practical skills and techniques in the arts.	

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

Assessment Guidance

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Title	Computer Applications in the Arts
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA697
Unit Reference No	A/506/6548
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of how software packages can be used within the arts.	

Learning Outcomes	Assessment Criteria
1. Be able to use computers and software and peripheral systems in the arts.	1.1. Produce work using hardware, software and peripheral systems in the arts.
2. Be able to use software packages in the arts.	2.1. Describe software packages including characteristics of each. 2.2. Demonstrate the application of software packages for a given arts task to include: a) loading selected software b) create text/images/notations c) enter information d) editing e) format, position and size of image/text f) adjust shape g) delete items h) save and print task i) retrieve named files j) rename and save files 2.3. Identify areas for development and/or improvement.
3. Be able to follow health and safety procedures.	3.1. Carry out health and safety procedures.

Assessment Guidance

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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

Title	Contemporary Garment Construction
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA698
Unit Reference No	F/506/6549
Unit purpose and aim(s): This unit will enable the learner to understand how to construct contemporary dresses, jackets, shirts, trousers or skirts	

Learning Outcomes	Assessment Criteria
1. Understand the design features of the chosen garment.	1.1. Collate information about the range of potential design features including: a) shape b) embellishment c) fastening details 1.2. Collate swatches to inform choice of fabric.
2. Be able to make informed design decisions.	2.1. Justify the features of a specific design and fabric(s) in terms of the specific purpose. 2.2. Assess the amount of fabric and materials required to create the design and calculate costs.
3. Be able to construct or adapt a pattern to a specific design.	3.1. Follow design notes and diagrams to construct a pattern. 3.2. Describe the selected design features taking into account grain line, and seam/hem allowances.
4. Plan and prepare for the construction process.	4.1. Demonstrate how to take accurate, relevant and detailed body measurements. 4.2. Describe how the pattern should be adjusted accordingly. 4.3. Demonstrate how to lay pattern on fabric to correct grain line to minimise waste. 4.4. Demonstrate how to cut fabric accurately.
5. Perform specific construction techniques.	5.1. Perform a range of construction techniques to produce different samples including: a) hems b) fastenings
6. Be able to make a garment.	6.1. Demonstrate the construction of a well-finished garment using appropriate techniques.
7. Be able to review own work.	7.1. Assess own work identifying what worked well and what could be improved.

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

Title	Digital Photography Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA699
Unit Reference No	T/506/6550

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

Learning Outcomes	Assessment Criteria
1. Understand the functions of a digital camera.	1.1. Compare the functions and controls of a range of digital cameras and their applications.
2. Be able to use a digital camera.	2.1. Demonstrate the use of a digital camera using: a) various features and tools b) different environments c) a range of photographic techniques d) a range of finishes e) exposure controls and lighting
3. Be able to use a software package to process digital photographs.	3.1. Demonstrate the use of a software package to process digital photographs using: a) a range of editing techniques b) a range of formats c) saving and printing 3.2. Upload photographs to a suitable portfolio.

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

Title	Life Drawing
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA700
Unit Reference No	K/506/6576
Unit purpose and aim(s): This unit will provide the learner with an introduction to different life drawing approaches	

Learning Outcomes	Assessment Criteria
1. Recognise different life drawing approaches.	1.1. Compare different approaches to life drawing. 1.2. Outline principles underpinning life drawing. 1.3. Demonstrate shadowing, proportion and shape.
2. Understand proportion when drawing from a life model.	2.1. Draw using a live model incorporating: a) proportions b) shadowing c) shape d) line e) tone
3. Understand the importance of maintaining a personal sketchbook.	3.1. Describe the importance of maintaining a personal sketchbook. 3.2. Compile and use a personal sketchbook to demonstrate development of technique and ideas.
4. Understand safe working practices.	4.1. Demonstrate safe working practices.

Assessment Guidance

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

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

Title	Musical Theatre Performance Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA701
Unit Reference No	A/506/6551
Unit purpose and aim(s): This unit will enable the learner to understand participation skills for musical theatre.	

Learning Outcomes	Assessment Criteria
1. Understand the elements of musical theatre.	1.1. Describe elements of musical theatre including: a) performing b) technical c) production 1.2. Explain the skills needed to take part in a musical theatre performance.
2. Be able to participate in a musical theatre production.	2.1. Describe own role within a musical theatre production. 2.2. Participate in a musical theatre production demonstrating the following: a) dance skills b) acting skills c) musical skills 2.3. Record own contribution to production over a given period of time.
3. Be able to assess own contribution to production.	3.1. Assess own contribution to musical theatre production identifying areas for improvement.

Assessment Guidance

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

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

Title	Practical Ceramic Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA702
Unit Reference No	F/506/6552

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

Learning Outcomes	Assessment Criteria
1. Know the materials, tools and techniques used in ceramics.	1.1 Describe the materials, tools and techniques used in ceramics. 1.2 Compare different techniques in ceramics and their application.
2. Be aware of the making, drying and firing processes in clay work.	2.1. Describe the properties of clay. 2.2. Describe the changes that take place during the following processes: a) making b) drying c) firing 2.3. Estimate time and cost to make a clay item.
4. Be able to use techniques and materials in ceramics.	3.1. Use materials, techniques and tools to produce a range of ceramic items. 3.2. Demonstrate the appropriate use of clay. 3.3. Use a range of ceramic decorative techniques. 3.4. Assess own work with clay identifying areas for improvement.
5. Understand safe working practices.	4.1. Demonstrate safe working practices.

Assessment Guidance

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

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

Title	Practical Craft Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA703
Unit Reference No	J/506/6553
Unit purpose and aim(s): This unit will enable the learner to understand how to use craft skills with natural materials.	

Learning Outcomes	Assessment Criteria
1. Be able to carry out craft tasks safely.	1.1. Identify different craft tools. 1.2. Demonstrate the safe use of craft tools.
2. Be able to plan a craft project.	2.1. Describe how to research and develop ideas for a craft project. 2.2. Plan and design a craft project identifying the necessary tools and materials. 2.3. Describe techniques required to produce craft project.
3. Be able to produce craft work.	3.1. Produce a final piece of craft work using correct techniques. 3.2. Assess final piece identifying areas for improvement.
4. Understand the health and safety requirements when creating craft work.	4.1. Follow health and safety requirements when working in a studio.

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

Title	Floral Craft
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	56
OCN NI Unit Code	CBE630
Unit Reference No	Y/617/7683
Unit purpose and aim(s): This unit will enable the learner to gain the floral craft skills to enable them to undertake the design, production, presentation and evaluation of floral craft projects.	

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate floral craft skills.	1.1. Assess the properties of given materials for given floral craft projects. 1.2. Select suitable materials and floral craft techniques required for floral craft projects giving reasons for choices. 1.3. Develop and use floral craft skills to make effective use of materials, techniques and resources to undertake given floral craft projects. 1.4. Maintain a safe working environment.
2. Be able to use ideas to inform the floral design process.	2.1. Use ideas from different sources to inform the floral design process. 2.2. Present ideas to others. 2.3. Utilise feedback from others and evaluation of own ideas to inform the floral design process. 2.4. Create floral designs. 2.5. Maintain a safe working environment.
3. Be able to undertake floral craft projects.	3.1. Plan and prepare for production of floral craft projects. 3.2. Produce floral craft projects. 3.3. Present floral craft projects in an appropriate context for given audience. 3.4. Reflect on floral craft projects including the design production and presentation stages identifying possible areas for improvement. 3.5. Maintain a safe working environment.

Assessment Guidance

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

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

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

Title	Set Design and Construction Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA704
Unit Reference No	L/506/6554

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

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

Assessment Guidance

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

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

Title	Using Mixed Media
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA705
Unit Reference No	R/506/6555
Unit purpose and aim(s): This unit will enable the learner to develop ideas when working with mixed media.	

Learning Outcomes	Assessment Criteria
1. Be able to develop ideas for work in mixed media.	1.1. Describe ideas and aims for work in mixed media.
2. Be able to plan and produce a mixed media piece.	2.1. Produce a design for a mixed media piece including the necessary materials and equipment. 2.2. Describe the stages of work for a mixed media piece. 2.3. Use appropriate materials and techniques to complete mixed media work.
3. Be able to work safely using mixed media.	3.1. Follow health and safety practices when working with mixed media.
4. Review own performance and personal skills.	4.1. Evaluate what went well identifying areas for improvement.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Film and Video Production
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	56
OCN NI Unit Code	CBD409
Unit Reference No	J/508/6463
Learn Direct Code	LH8
Unit purpose and aim(s): This unit will enable the learner to understand and undertake film and video production.	

Learning Outcomes	Assessment Criteria
1. Know the film and video production process.	1.1. Illustrate the key milestones of the film and video production process. 1.2. Compare different genres of film and video and how this impacts on the production process. 1.3. Outline the potential health and safety issues associated with film and video production.
2. Be able to produce pre-production materials.	2.1. Create pre-production materials for an original short film, or sequence of a film in a chosen genre including: a) treatment b) script c) storyboard d) set designs e) recce f) risk assessment g) daily shooting schedule h) crew and actor call sheets 2.2. Assess pre-production materials developed identifying areas for possible improvement.
3. Be able to produce production materials.	3.1. Create production materials for use in an original short film, or sequence of a film, by: a) setting up appropriate equipment b) following shooting script/storyboard c) following safe working practices d) following production processes 3.2. Assess production materials developed identifying areas for possible improvement.
4. Be able to develop a final version of a short film or sequence of a film.	4.1. Illustrate the steps involved in the post-production process. 4.2. Use appropriate equipment and software to edit production materials to a final version including: a) editing film appropriately b) inclusion of transitions and / or visual effects c) inclusion of credits d) editing audio appropriately and inclusion of audio effects as required 4.3. Assess the post-production process and final version of film developed identifying areas for possible improvement.
5. Know the certification process.	5.1. Outline the certification process for film and video.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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Title	The Photographic Project
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBE091
Unit Reference No	F/616/8296
Learn Direct Code	JC7
Unit purpose and aim(s): This unit will enable learners to carry out and assess research for a photographic project. Learners will identify appropriate resources and use suitable presentational formats. Learners will also demonstrate safe working practices.	

Learning Outcomes	Assessment Criteria
4. Understand how to carry out and assess research for a photographic project.	1.1. Identify a subject for a photographic project. 1.2. Carry out research for a photographic project. Assess research for a photographic project.
5. Be able to produce a photographic project.	5.1. Identify photographic resources to complete a photographic project. 5.2. Produce a range of photographic images to meet self-determined goals. 5.3. Identify appropriate and employ presentational forms for a photographic project. 5.4. Assess the photographic project identifying possible areas for improvement.
6. Understand Health and Safety practices.	6.1. Describe and use safe working practices in a photographic project.

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

Title	Linear Drawing
Level	Level 2
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CAX330
Unit Reference No	L/504/4859
Unit purpose and aim(s): This unit will enable learners to translate 3D subjects into 2D linear drawings using recognised principles, methods and techniques. Learners will use four aspects of linear drawing and work safely in the studio.	

Learning Outcomes	Assessment Criteria
1. Be able to translate three-dimensional subjects into two-dimensional linear drawings.	1.1. Translate three-dimensional subjects into two-dimensional linear drawings using: a) Principles b) Methods c) Techniques
2. Know how to use linear drawing.	2.1. Use aspects of linear drawing a) Measuring b) Composition c) Proportion d) Perspective
3. Know about Health and Safety procedures.	3.1. Identify Health and Safety procedures. 3.2. Work safely in the studio.

Assessment Guidance

The following 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 demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Title	Art and Design: Colour Theory and Design
Level	Level 2
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CAX218
Unit Reference No	H/504/4365
Unit purpose and aim(s): This unit will enable learners to understand colour theory and colour schemes. Learners will define a colour spectrum and systems standardising colour. Learners will also identify historical influences linked with colour, colour and psychological associations and the impact of colour on space perception. Learners will evaluate the significance of these factors when planning design projects.	

Learning Outcomes	Assessment Criteria
1. Understand the terminology and concepts employed by colour.	1.1. Discuss the colour features of plans and/or projects using appropriate terminology. 1.2. Describe the characteristics of Monochromatic, Harmonious and Complementary colour schemes.
2. Know about the elements of the colour spectrum.	2.1. Define what is meant by the colour spectrum. 2.2. Define primary, secondary and tertiary colours. 2.3. Describe how various systems have attempted to standardise colour.
3. Know about the relevance of colour in different historical periods.	3.1. Describe the historical associations linked to colour. 3.2. Apply elements of design in a contemporary and historical context.
4. Know about the psychological associations linked to colour.	4.1. Describe the significance of psychological associations when planning design plans and projects. 4.2. Outline ways they can be employed.
5. know about the spatial impact of colour.	5.1. Describe the impact of colour on an individual's perception of space.
6. Be able to recognise the psychological associations linked to colour.	6.1. Analyse the psychological associations linked to specified colours. 6.2. Evaluate the significance of these associations when planning design projects.

Assessment Guidance

The following 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 demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Title	Exploring Ecology and Conservation
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA706
Unit Reference No	Y/506/6556
Unit purpose and aim(s): This unit will enable the learner to understand the impact of ecology and conservation on the environment.	

Learning Outcomes	Assessment Criteria
1. Recognise the impact of plant and animal interaction on the environment.	1.1. Explain the impact of plants and animals on the environment.
2. Understand plant structures and their purpose.	2.1. Describe a range of plant structures and their functions. 2.2. Describe a range of adaptations to the environment.
3. Know the basic principles of species evolution.	3.1. Describe the basic principles of species evolution including populations and communities. 3.2. Describe the contribution to genetic variation to species adaptation. 3.3. Explain what is meant by the concept of 'survival of the fittest'.
4. Understand eco-system development.	4.1. Describe eco-system development using standard terms. 4.2. Describe mature vegetation zones using standard terms. 4.3. Describe the process of succession with examples of associated plant and animal groups.
5. Recognise an environmental issue.	5.1. Investigate an environmental issue and evaluate its impact and consequences.
6. Be aware of the need for plant and animal conservation.	6.1. Describe the main principles of conservation. 6.2. Describe basic environmental and social benefits in both a: a) natural environment b) man-made environment

Assessment Guidance

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

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

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

Title	Growing Fruit and Vegetables
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA707
Unit Reference No	D/506/6557

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

Learning Outcomes	Assessment Criteria
1. Understand the principles and practices of crop rotation.	1.1. Describe the principles and practices of crop rotation with reference to year-round soil management.
2. Understand the factors involved in siting a vegetable production area.	2.1. Explain the factors to be considered in the siting and layout of a vegetable production area. 2.2. Describe the use of alternative systems of vegetable production.
3. Know how to grow a range of vegetables seeds.	3.1. Describe the process of growing vegetables seeds, including: a) direct sowing b) transplanting 3.2. Explain the effects of planting density on crop production. 3.3. Describe how continuity of cropping may be achieved. 3.4. Describe the production of the following crop groups: a) vegetable b) root c) alliums d) potatoes
4. Understand key factors for growing tree fruit plants.	4.1. Explain the key factors relating to the siting of tree fruit plants for fruit production.
5. Be able to plant and maintain tree fruit plants.	5.1. Describe the planting methods for a range of tree fruit plants. 5.2. Explain key aspects of the maintenance of tree fruit plants. 5.3. Describe methods of pruning and training top fruit.
6. Know how to grow a range of soft fruit plants.	6.1. Describe factors relating to the siting of soft fruit plants for fruit production. 6.2. Describe the growth habits, planting methods and maintenance of a range of soft fruits. 6.3. Describe methods of pruning and training soft fruit.

Assessment Guidance

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

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

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

Title	Pruning Plants
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA708
Unit Reference No	K/506/6593
Unit purpose and aim(s): This unit will enable the learner to understand why and how plants should be pruned.	

Learning Outcomes	Assessment Criteria
1. Understand the reasons for pruning plants.	1.1. Describe what is meant by the term pruning and associated terminology.
2. Be able to re-pot and pot on.	2.1. Demonstrate how to re-pot and pot on a plant by: a) assessing plant condition b) knocking out c) removing dead, diseased or damaged parts d) removing old media e) trimming roots f) potting on using suitable media and container
3. Know how to prune different plants.	3.1. Perform maintenance pruning on a range of plants.

Assessment Guidance

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

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

Title	Selling Plants
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA709
Unit Reference No	M/506/6594
Unit purpose and aim(s): This unit will enable the learner to demonstrate a range of customer service skills for selling plants.	

Learning Outcomes	Assessment Criteria
1. Know how to provide good customer service.	1.1. Explain with examples what is meant by good customer service and its benefits. 1.2. Explain the benefits of good communication. 1.3. Explain the importance of providing customers with the right information and why product knowledge is essential. 1.4. Describe own organisation's procedures for handling, solving and recording customer complaints.
2. Be able to sell plants and products to customers.	2.1. Demonstrate how to communicate effectively within own workplace using verbal and non-verbal communication. 2.2. Provide appropriate information on the plants and products on sale. 2.3. Demonstrate how to open and close a sale.

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

Title	Skills for Cultivating Compost and Soils
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA710
Unit Reference No	T/506/6595
Unit purpose and aim(s): This unit will enable the learner to cultivate compost and soils	

Learning Outcomes	Assessment Criteria
1. Know how to prepare for composting and cultivation.	1.1. Describe safety procedures for composing and cultivation. 1.2. Select and use appropriate protective clothing and safety footwear for composting and cultivation.
2. Know how to make and use compost in horticulture.	2.1. Describe the steps required to make compost. 2.2. Describe what should and should not be put on a compost heap. 2.3. Select and use appropriate tools and equipment. 2.4. Use compost in a horticultural setting.
3. Know how to cultivate different soils.	3.1. Explain the reasons for soil cultivation. 3.2. Describe the correct method of cultivation for different soil types.
4. Understand pH levels and the effects on plant life.	4.1. Describe pH levels and their effect on plants. 4.2. Describe soil chemicals and their effects on plant life.
5. Know how to dispose of waste and debris according to health and safety guidance.	5.1. Dispose of waste and debris in accordance with health and safety guidance and site requirements. 5.2. Leave work area clean and tidy.

Assessment Guidance

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

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

Title	Skills for Plant Propagation
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA711
Unit Reference No	A/506/6596
Unit purpose and aim(s): This unit will enable the learner to develop skills to successfully propagate plants.	

Learning Outcomes	Assessment Criteria
1. Understand the term propagation.	1.1. Describe what is meant by the term propagation. 1.2. Describe the range of methods of propagation.
2. Understand the use of seed in plant propagation.	2.1. Describe the advantages and disadvantages in using seed in plant propagation. 2.2. Describe the range of seeds available and the advantages and disadvantages of each. 2.3. Prepare containers with suitable growing medium for sowing seed. 2.4. Sow seed to correct density and depth and record its provenance.
3. Know how to prick out seedlings singly.	3.1. Select and prepare containers with suitable growing medium for pricking out seedlings. 3.2. Prick out singly to correct spacing. 3.3. Label the containers and place in a suitable location.
4. Know how to propagate by stem cuttings.	4.1. Demonstrate how to take off cutting material from stock plants. 4.2. Prepare containers with suitable growing medium for stem cuttings. 4.3. Prepare cuttings and insert into growing medium. 4.4. Label the containers and place in a suitable location.
5. Know how to pot up rooted cuttings, plugs or large seedlings.	5.1. Clean and prepare young plants for potting. 5.2. Pot up rooted cuttings, plugs or large seedlings. 5.3. Label plants correctly and place in a suitable location.
6. Know how to irrigate planted containers.	6.1. Water containers of seeds, seedlings, stem cuttings and rooted cuttings or plugs correctly.
7. Be able to maintain a clean and tidy work area.	7.1. Clean and store equipment as required. 7.2. Dispose of waste correctly. 7.3. Keep work area clean and tidy.

Assessment Guidance

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

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

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

Title	Exploring Landscaping and Ornamental Planting
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA712
Unit Reference No	F/506/6597
Unit purpose and aim(s): This unit will enable the learner to demonstrate landscaping and ornamental planting	

Learning Outcomes	Assessment Criteria
1. Recognise the role of plants and planting in horticultural design.	1.1. Classify plant types and their suitability for specific purposes and horticultural design.
2. Know how to use containers and growing areas.	2.1. Explain the purpose of ornamental containers in horticulture. 2.2. Demonstrate the use of containers and site appropriately.
3. Be able to produce design layouts.	3.1. Create design layouts giving reasons for plant selection. 3.2. Demonstrate the implementation of a design layout.
4. Know how to use ornamental planting techniques.	4.1. Select and use a range of aids for ornamental planting.
5. Be able to maintain a landscaped or planted area.	5.1. Use appropriate techniques and plants to maintain a specific landscape or ornamental area.

Assessment Guidance

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

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

Title	Exploring Organic Horticulture
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA716
Unit Reference No	J/506/6598
Unit purpose and aim(s): This unit will enable the learner to understand the principles and advantages of using organic horticultural methods.	

Learning Outcomes	Assessment Criteria
1. Recognise development of the horticultural industry in own region.	1.1. Explain the main products and services of the horticulture industry. 1.2. Describe the provision of the main organic horticultural products and services within own region.
2. Understand the legislative and regulatory framework in which organic horticulture operates.	2.1. Explain the role of the main organisations involved in the regulation of organic horticulture. 2.2. Describe how the production and quality of organic produce or services are regulated.
3. Recognise the advantages to the environment of organic horticultural methods.	3.1. Explain the advantages of organic horticultural methods to the environment.
4. Know how the principles of organic horticulture can be integrated into mainstream horticulture.	4.1. Summarise the key principles of sustainable horticulture. 4.2. Explain the principles of sustainable horticulture and how it can be integrated into mainstream horticulture.
5. Understand the economic underpinning of the organic approach.	5.1. Explain the economic factors which underpin the organic approach to horticulture.
6. Know the potential for growth of organic products and services within the horticulture industry.	6.1. Describe a range of potential areas of growth in the organic horticulture sector.

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

Title	Selecting Plants
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA717
Unit Reference No	L/506/6599
Unit purpose and aim(s): This unit will enable the learner to select plants for a variety of uses and sites.	

Learning Outcomes	Assessment Criteria
1. Recognise plant categories and their uses.	1.1. Describe plant categories and their uses. 1.2. Describe the practical, environmental and visual uses of plants.
2. Know how to select plants to produce particular effects.	2.1. Explain the need to consider the range of characteristics when selecting plants. 2.2. Explain the importance of considering the range of site characteristics when selecting plants. 2.3. Categorise a range of plants according to: a) their different features b) suitability for use as cut flowers c) herbaceous or evergreen perennials d) hardy annuals suitable for a summer or autumn border e) bedding plants suitable for a seasonal border f) display containers in different situations
3. Know how to select plants for a specified location.	3.1. Choose plants which encourage optimum bio-diversity for a specific location.

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

Title	Skills for Garden Horticulture
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA718
Unit Reference No	T/506/6600
Unit purpose and aim(s): This unit will enable the learner to grow plants and vegetables from seed and understand how to control weeds.	

Learning Outcomes	Assessment Criteria
1. Be able to identify garden and/or allotment produce.	1.1. Describe the characteristics of a range of flowers, plants and vegetables suitable for an allotment or domestic garden.
2. Know how to control weeds.	2.1. Describe different types of weeds. 2.2. Use a control measure to eradicate weeds.
3. Know how to grow and care for plants grown from seed.	3.1. Develop and implement a plan on how to grow and care for plants grown from seed. 3.2. Choose and use a treatment for pest/disease control.
4. Be able to use basic methods to improve plant yield.	4.1. Choose and use an organic nutrient. 4.2. Identify tools and materials to construct a cloche or cold frame using glass or plastic sheet. 4.3. Choose and use a mulch of black plastic or bark chippings. 4.4. Prune a bush or tree to improve yield.

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

Title	Skills for Herb Cultivation
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA719
Unit Reference No	A/506/6601
Unit purpose and aim(s): This unit will enable the learner to grow and cultivate herbs	

Learning Outcomes	Assessment Criteria
1. Recognise and be able to use herbs.	1.1. Describe the properties of a range of herbs. 1.2. Describe the culinary and medicinal uses of a range of herbs.
2. Understand the main factors in selecting herbs for a specific site.	2.1. Describe the characteristics of a range of herbs identifying: a) factors that encourages growth b) location and associated benefits c) environmental influences
3. Be able to cultivate a range of herbs.	3.1. Choose and use the appropriate methods of propagation for a range of herbs. 3.2. Design a maintenance programme for herbs including weeding, pruning and winter protection. 3.3. Explain how to harvest and preserve herbs including drying and freezing.

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

Title	Using a Cropping Environment to Protect Crops
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA722
Unit Reference No	F/506/6602
Unit purpose and aim(s): This unit will enable the learner to understand the benefits of using a cropping environment to protect crops	

Learning Outcomes	Assessment Criteria
1. Understand the need for protective structures within protective cropping.	1.1. Explain the advantages of protective structures. 1.2. Describe and use a range of equipment associated with protected cropping. 1.3. Summarise circumstances where protective structures may be used.
2. Understand the design and construction of protective structures.	2.1. Explain the uses of a range of protective structure types and shape. 2.2. Describe the qualities of a range of cladding materials. 2.3. Explain the key factors to be taken into account when siting protective structures.
3. Know how to use range of equipment.	3.1. Explain and use a range of equipment associated with protected cropping.
4. Be able to use a variety of methods to manipulate the environment in a protective structure.	4.1. Describe the principles and practices of various methods of manipulating the environment in a protective structure. 4.2. Explain the benefits of using ICT when managing a protected cropping environment.
5. Be able to propagate and cultivate a range of ornamental and productive plants.	5.1. Describe the care and propagation of a range of bedding and ornamental plants. 5.2. Demonstrate the propagation and growing process for a range of food crops.
6. Know how to prevent and treat a range of plant problems.	6.1. Classify the main common greenhouse pests, diseases and disorders. 6.2. Describe a range of methods which use an integrated and sustainable approach to the control of plant 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

Title	Understanding Skin Care
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA727
Unit Reference No	L/506/6604
Unit purpose and aim(s): This unit will enable the learner to gain knowledge of skin care and demonstrate a skin care treatment on a client.	

Learning Outcomes	Assessment Criteria
1. Know how to prepare for a skin care treatment.	1.1. Describe the structure and function of the skin. 1.2. Describe common abnormalities and imperfections of skin and their causes. 1.3. Describe the characteristics of different skin types. 1.4. Describe contra-indications that may restrict or prevent skin care treatments. 1.5. Prepare for a client skin care treatment including products, materials and tools. 1.6. Record client skin type and condition.
2. Be able to consult with a client prior to a skin care treatment.	2.1. Identify client skin care requirements using appropriate questioning to ascertain any contra-indications.
3. Know how to carry out a skin care treatment.	3.1. Select and use appropriate products for skin care treatment. 3.2. Provide aftercare advice to client. 3.3. Follow safe and hygienic working practices. 3.4. Apply professional conduct during skin care treatment.

Assessment Guidance

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

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

Title	Make-up Application Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA729
Unit Reference No	R/506/6605
Unit purpose and aim(s): This unit will enable the learner to have a knowledge of make-up applications.	

Learning Outcomes	Assessment Criteria
1. Know how to prepare skin for make-up application.	1.1. Describe the factors that may influence the choice of make-up products and techniques. 1.2. Explain the importance of preparing the skin for make-up application. 1.3. Describe the steps required for preparing to apply make-up including products, tools and equipment. 1.4. Describe contra-indications that may restrict or prevent make-up application. 1.5. Record client skin type and condition.
2. Be able to consult with a client prior to make-up application.	2.1. Identify client make-up requirements using appropriate questioning to ascertain any contra-indications.
3. Know how to apply make-up.	3.1. Describe how to apply make-up taking into account: a) skin type b) facial bone structure 3.2. Demonstrate how to prepare for, apply and remove makeup including: a) foundation b) powder c) highlighter d) eye shadow e) eye liner f) mascara g) lip products 3.3. Provide aftercare advice to client. 3.4. Follow safe and hygienic working practices. 3.5. Apply professional conduct when applying client make-up.

Assessment Guidance

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

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

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

Title	Hair Care: Shampoo and Conditioning
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA730
Unit Reference No	Y/506/6606
Unit purpose and aim(s): This unit will enable the learner to understand different hair types and the application of shampoo and conditioner.	

Learning Outcomes	Assessment Criteria
1. Be aware of hair types, structures and conditions.	1.1. Describe the main hair types, structures and conditions. 1.2. Describe the effects of shampooing and conditioning on the hair.
2. Know how to prepare hair for shampooing and conditioning.	2.1. Describe the salon's requirements for client preparation prior to treatment. 2.2. Record client's hair type and condition. 2.3. Prepare client for shampooing and conditioning hair including appropriate products and tools.
3. Be able to shampoo, condition and towel dry hair.	3.1. Assess client needs prior to commencing treatment. 3.2. Describe techniques used when shampooing and conditioning hair. 3.3. Demonstrate how to carry out the following on a client's hair: a) shampoo b) condition c) towel dry d) detangle 3.4. Explain safe and hygienic working practices including how to minimise the risk of cross-infection and cross-infestation.
4. Know about products and equipment used within a salon environment.	4.1. Describe correct use of salon shampoo and conditioner and the possible implications if not adhered to. 4.2. Describe how to use a range of electrical equipment safely in a salon environment.

Assessment Guidance

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

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

Title	Hair Colouring Treatments
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBA732
Unit Reference No	D/506/6607
Unit purpose and aim(s): This unit will enable the learner to prepare and colour hair.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare for colouring hair.	1.1. Describe different colouring products and techniques and their impact on hair structure. 1.2. Describe the principles of colour selection including how natural hair pigments may influence choice. 1.3. Describe factors that need to be considered when selecting colour products. 1.4. Explain the uses of hydrogen peroxide when colouring hair. 1.5. Explain the importance of carrying out necessary tests prior to and during the colour service and recording the results. 1.6. Describe the salon's requirement for client preparation, preparing themselves and the work area. 1.7. Describe the correct use and routine maintenance of tools and equipment. 1.8. Explain the safety considerations that must be taken in to account when colouring hair.
2. Know how to colour hair.	2.1. Select and use appropriate application method, products, tools and equipment to colour hair. 2.2. Follow salon requirements for client preparation, preparing themselves and own work area. 2.3. Follow safe and hygienic working practices. 2.4. Mix and apply the colour according to manufacturer's instructions. 2.5. Monitor the development of colour according to manufacturer's instructions. 2.6. Remove colour product thoroughly from the hair and scalp applying a suitable conditioner or post colour treatment if required to restore the pH balance. 2.7. Evaluate the results of the treatment providing any aftercare advice. 2.8. Communicate and behave in a professional manner during treatment.

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

Title	Hair Styling Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA733
Unit Reference No	H/506/6608

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

Learning Outcomes	Assessment Criteria
1. Be able to prepare for client hair styling.	1.1. Describe the importance of preparation when styling hair. 1.2. Describe the importance of consulting with the client prior to styling hair. 1.3. Prepare for client hair styling including products, tools and equipment. 1.4. Prepare client for styling taking into account individual needs and comfort.
2. Know techniques for styling hair.	2.1. Describe a range of techniques for styling hair. 2.2. Describe factors that may influence the choice of hair styling techniques.
3. Be able to style a client's hair.	3.1. Describe the purpose of hair styling finishing products, tools and equipment. 3.2. Demonstrate techniques for styling a client's hair using the appropriate products, tools and equipment. 3.3. Follow safe and hygienic working practices. 3.4. Apply professional conduct when styling a client's hair.

Assessment Guidance

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

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

Title	Health and Safety in the Salon Environment
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA735
Unit Reference No	K/506/6609
Unit purpose and aim(s): This unit will enable the learner to understand health and safety requirements when working in hairdressing.	

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

Assessment Guidance

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

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

Title	Manicure Treatments
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA737
Unit Reference No	D/506/6610
Unit purpose and aim(s): This unit will enable the learner to prepare and carry out basic manicure treatments	

Learning Outcomes	Assessment Criteria
1. Know how to prepare for a basic manicure treatment.	1.1. Describe products and tools for a range of basic manicure treatments. 1.2. Describe salon requirements for client preparation and own work station. 1.3. Carry out a visual study of hands and nails to identify appropriate treatment. 1.4. Prepare for a range of basic manicure treatments.
2. Know how to provide basic manicure treatments.	2.1. Describe typical nail shapes and nail structure. 2.2. Carry out a basic manicure treatment. 2.3. Describe possible contra-actions and how to respond. 2.4. Follow safe and hygienic working practices. 2.5. Apply professional conduct when carrying out manicure treatments.

Assessment Guidance

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

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

Title	Nail Art Application Skills
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA738
Unit Reference No	H/506/6611
Unit purpose and aim(s): This unit will enable the learner to gain knowledge of nail art techniques and application.	

Learning Outcomes	Assessment Criteria
1. Know how to prepare for nail art techniques.	1.1. Describe the importance of preparation before applying nail art techniques. 1.2. Describe the products and techniques used in nail art. 1.3. Prepare for nail art techniques including products, tools, equipment and work area. 1.4. Describe contra-indications that may restrict or prevent nail art application. 1.5. Design a 2D nail art image. 1.6. Explain factors that may influence choice of nail art techniques.
2. Be able to consult with the client prior to nail art application.	2.1. Identify client nail art requirements using appropriate questioning to ascertain any contra-indications.
3. Know how to apply nail art.	3.1. Demonstrate the following techniques in preparation for nail art application: a) filing b) smoothing c) nail and cuticle shaping d) cleaning 3.2. Demonstrate how to apply nail art techniques adapting a 2D nail art image to a 3D surface. 3.3. Provide aftercare advice to client. 3.4. Follow safe and hygienic working practices. 3.5. Apply professional conduct during a nail art appointment.

Assessment Guidance

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

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

Title	Pedicure Treatments
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA739
Unit Reference No	K/506/6612
Unit purpose and aim(s): This unit will enable the learner to prepare and carry out basic pedicure treatments	

Learning Outcomes	Assessment Criteria
1. Know how to prepare for a basic pedicure treatment.	1.1. Describe products and tools for a range of basic pedicure treatments. 1.2. Describe salon requirements for client preparation and own work station. 1.3. Carry out a visual study of feet and nails to identify appropriate treatment. 1.4. Prepare for a range of basic pedicure treatments.
2. Know how to provide basic manicure treatments.	2.1. Describe typical nail shapes and nail structure. 2.2. Carry out a basic pedicure treatment. 2.3. Describe possible contra-actions and how to respond. 2.4. Follow safe and hygienic working practices. 2.5. Apply professional conduct when carrying out pedicure treatments.

Assessment Guidance

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

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

Title	Promoting Products and Services in a Salon
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA746
Unit Reference No	M/506/6613
Unit purpose and aim(s): this unit will enable the learner to know how to promote products and/or services within a salon environment.	

Learning Outcomes	Assessment Criteria
1. Be able to promote services and/or products to the client.	1.1. Describe the benefits to the salon of promoting services and/or products to clients. 1.2. Describe the importance of effective communication skills when promoting services and/or products. 1.3. Explain why it is important to have a detailed knowledge of services and/or products. 1.4. Demonstrate how to promote services and/or products to clients including: a) establishing client's requirements b) features, benefits and cost c) effective listening and questioning techniques to ascertain client needs 1.5. Explain the stages of the sale process including methods of payment.

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

Title	Skin Tanning Application Skills
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA747
Unit Reference No	T/506/6614
Unit purpose and aim(s): This unit will enable the learner apply skin tanning products.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare for self tanning treatments.	1.1. Describe different tanning products their application, key ingredients and limitations. 1.2. Describe the factors to be considered when selecting tanning techniques, products and equipment. 1.3. Describe the environmental conditions required for self tanning treatment. 1.4. Describe the salon's requirements for client preparation, preparing themselves and the work area. 1.5. Describe appropriate consultation techniques to ascertain client needs taking account of any influencing factors. 1.6. Compare benefits and effects of self tanning treatments with UV tanning treatments. 1.7. Describe contra-indications that may restrict or prevent self tanning treatment. 1.8. Describe the importance of regular disinfecting and sterilising of equipment between treatments. 1.9. Explain the safety considerations that must be taken into account when applying self tanning treatments.
2. Be able to apply self tanning treatments.	2.1. Select and use appropriate application method, products, tools and equipment to apply self tan. 2.2. Follow salon requirements for client preparation, preparing themselves and own work area. 2.3. Identify any contra-indications and take appropriate action during treatment. 2.4. Apply self tanning treatment according to client requirements. 2.5. Follow safe and hygienic working practices. 2.6. Evaluate the results of the treatment providing any aftercare advice. 2.7. Communicate and behave in a professional manner during treatment.

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

Title	Teamwork within a Salon Environment
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA748
Unit Reference No	A/506/6615
Unit purpose and aim(s): This unit will enable the learner to work within a team in a salon environment.	

Learning Outcomes	Assessment Criteria
1. Be able to work within a team in a salon environment.	1.1 Explain the benefits of working within a team in a salon environment. 1.2 Describe the roles and responsibilities of team members within a salon. 1.3 Describe the different ways to communicate in a salon environment with: a) staff b) clients 1.4 Explain how to resolve a range of problems that may arise within a salon environment and how to prevent them reoccurring. 1.5 Apply safe and hygienic working practices.

Assessment Guidance

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

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

Title	Child Protection Theory
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA745
Unit Reference No	F/506/6616
Unit purpose and aim(s): This unit will enable the learner to understand child protection theory	

Learning Outcomes	Assessment Criteria
1. Understand the needs and rights of all children.	1.1. Describe with examples the needs and rights of children. 1.2. Describe activities which will encourage children to protect themselves.
2. Understand different types of child abuse.	2.1. Outline different types of child abuse. 2.2. Describe signs and symptoms of possible abuse. 2.3. Describe possible consequences abuse can have on children.
3. Understand the importance of responding professionally to a child's disclosure of abuse.	3.1. Describe the reporting procedure following disclosure of child abuse and appropriate documentation. 3.2. Describe how to communicate with, respond to and care for abused children in an appropriate way. 3.3. Describe why confidentiality is important in relation to child protection.
4. Understand the legislative framework surrounding issues of child protection.	4.1. Outline key legislation relating to child protection. 4.2. Describe the roles and responsibilities of key professionals in relation to child protection.

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

Title	Children's Social and Emotional Development
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA749
Unit Reference No	J/506/6617
Unit purpose and aim(s): This unit will enable the learner to understand children's social and emotional development	

Learning Outcomes	Assessment Criteria
1. Understand the social and emotional development of children.	1.1. Describe social and emotional development of children and how these relate to other areas of development.
2. Understand the needs and requirements of children regarding their social and emotional development.	2.1. Describe with examples the needs and requirements of children regarding their social and emotional development. 2.2. Describe how the social and emotional development needs and requirements can be met. 2.3. Describe factors which could influence children's development.
3. Understand the importance of providing a range of activities and intervention strategies.	3.1. Describe with examples a range of activities and intervention strategies which support the social and emotional development of children.
4. Understand the role of play in helping to promote children's social and emotional development.	4.1. Describe how play helps promote children's social and emotional development.
5. Understand the effects of racist, sexist, abusive and anti-social behaviour.	5.1. Identify and describe the effects of racist, sexist, abusive and anti-social behaviour on children's social and emotional development. 5.2. Describe how racist, sexist, abusive and anti-social behaviour may be challenged.

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

Title	Skills for Listening to Children
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA750
Unit Reference No	L/506/6618
Unit purpose and aim(s): This unit will enable the learner to develop skills in listening to children	

Learning Outcomes	Assessment Criteria
1. Understand the value and benefits of listening to children.	1.1. Describe the value and benefits of listening to children.
2. Know how to actively listen to children.	2.1. Describe the principles of active listening. 2.2. Demonstrate how to reflect back content, gist and feelings when listening to a child.
3. Understand the importance of feelings and needs.	3.1. Describe the positive effects of acknowledging children's feelings and needs. 3.2. Describe the possible negative effects of ignoring children's feelings and needs.
4. Be able to ask questions in an appropriate way.	4.1. Describe the difference between open and closed questions. 4.2. Demonstrate the use of open questions and closed questions.
5. Understand what is meant by the intention of listening.	5.1. Describe the value of listening with empathy and without expectation of a specific outcome. 5.2. Describe the possible negative effects of having a pre-set agenda when listening to children.

Assessment Guidance

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

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

Title	Understanding How to Assist and Move Individuals in Health and Social Care
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA751
Unit Reference No	R/506/6619
Unit purpose and aim(s): This unit will enable the learner to understand how to assist and move individuals in health and social care	

Learning Outcomes	Assessment Criteria
1. Understand the key concepts of manual handling in relation to assisting and moving individuals.	1.1. Define the term manual handling. 1.2. Describe the following terms in relation to assisting and moving individuals: a) risk b) hazard c) risk assessment d) care plan e) ergonomic approach 1.3. Describe how current legislation relates to assisting and moving individuals. 1.4. Identify manual handling equipment and their uses.
2. Understand the impact of assisting and moving for workers and individuals.	2.1. Describe the importance of keeping up to date on current techniques, equipment and legislation. 2.2. Describe the basic anatomy of the human body including structure of the spine affected by assisting and moving. 2.3. Describe the potential injuries to the individual and worker which may arise by failing to follow approved assisting and moving techniques. 2.4. Describe the potential legal consequences of injuries to the individual.
3. Understand worker's own role and roles of others in assisting and moving individuals.	3.1. Describe responsibilities and limitations of worker's own role in relation to assisting and moving individuals. 3.2. Describe the role of others in relation to assisting and moving individuals. 3.3. Describe when advice and/or assistance should be sought to assist and move an individual safely.

4. Understand the requirements for preparing the environment prior to assisting and moving an individual.	4.1. Describe why preparatory checks are necessary in relation to: a) an individual's care plan b) moving and handling risk assessment c) legal requirements for the safety of equipment 4.2. Identify a range of precautions for infection prevention and control. 4.3. Describe the difference between formal and informal risk assessments. 4.4. Describe the steps that should be taken to ensure the environment supports an individual's dignity during assisting and moving activities. 4.5. Describe how the environment can be a barrier to assisting and moving an individual and ways to overcome any barriers.
5. Understand how to support the individual to prepare before assisting and moving.	5.1. Describe why it is important to communicate with the individual and others prior to assisting and moving. 5.2. Describe what factors should be taken into account when the individual's wishes conflict with their care plan in relation to health and safety and their risk assessment. 5.3. Describe where to seek advice and assistance if the individual's wishes conflict with their care plan.

Assessment Guidance

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

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

Title	Supporting Children and Young People's Play and Leisure
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA752
Unit Reference No	J/506/6620
Unit purpose and aim(s): This unit will enable the learner to understand how to support children and young people's play and leisure	

Learning Outcomes	Assessment Criteria
1. Understand the nature and importance of play and leisure.	1.1. Describe the importance of play and leisure for children and young people. 1.2. Describe how play and leisure contributes to children and young people's development. 1.3. Outline the requirements of the United Nations (UN) Convention on the Rights of the Child in relation to relaxation and play. 1.4. Describe the characteristics of freely chosen self-directed play and leisure.
2. Be able to support children and young people's play and leisure.	2.1. Describe own role in supporting children and young people's play and leisure activities. 2.2. Carry out routine safety checks on areas used for children and young people's play and leisure activities. 2.3. Interact with children and young people in a way that demonstrates: a) interest in what they say, experience and feel b) respect for their privacy and freedom to make choices for themselves c) encouragement and praise for play and leisure activities
3. Be able to support children and young people in balancing risk and challenge.	3.1. Outline the value of risk and challenge in children and young people's play and leisure. 3.2. Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure. 3.3. Describe why it is important for children and young people to manage risks and challenges for themselves. 3.4. Demonstrate ways of encouraging children and young people to manage risks and challenges in play and leisure activities for themselves.
4. Be able to reflect on and improve own practice.	4.1. Evaluate own practice identifying areas for improvement.

Assessment Guidance

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

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

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

Title	Understanding How Children Learn
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA753
Unit Reference No	R/506/6667
Unit purpose and aim(s): This unit will enable the learner to understand how children learn	

Learning Outcomes	Assessment Criteria
1. Understand the stages of development.	1.1. Describe the stage and sequence of a child's development.
2. Understand the importance of providing an environment which encourages exploration and discovery.	2.1. Describe an environment which encourages exploration and discovery.
3. Understand the role of perception in learning.	3.1. Describe, with examples, how learning can be influenced by the senses.
4. Understand how adults can impact on children's learning.	4.1. Describe how adults can impact on children's learning and development.
5. Understand how environmental, physical, social, cultural and genetic factors can influence development.	5.1. Describe how environmental, physical, social, cultural and genetic factors influence development.
6. Recognise the role of professionals in enhancing children's intellectual development.	6.1. Identify professionals who may enhance children's intellectual development.

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

Title	Understanding Protection and Safeguarding in Health, Social Care and Early Years Settings
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA754
Unit Reference No	L/506/6621
Unit purpose and aim(s): This unit will enable the learner to understand protection and safeguarding in health, social care and early years settings	

Learning Outcomes	Assessment Criteria
1. Understand protection and safeguarding in health, social care and early years settings.	1.1. Describe what is meant by the following terms in a health, social care and/or early years settings: a) protection of vulnerable adults b) safeguarding children c) harm, abuse and neglect 1.2. Explain the boundaries of confidentiality and when it is appropriate to share information. 1.3. Identify individuals and organisations responsible for protecting vulnerable adults and safeguarding children. 1.4. Identify sources of support and information in relation to protection and safeguarding.
2. Know how to recognise signs of abuse.	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 2.2. Describe factors that may contribute to an individual being more vulnerable to abuse.
3. Know how to respond to suspected or alleged abuse.	3.1. Describe the actions to take if there are suspicions that an individual is being abused. 3.2. Describe the actions to take if an individual alleges that they are being abused. 3.3. Describe ways to ensure that evidence of abuse is preserved.
4. Understand the national and local context of safeguarding and protection from abuse.	4.1. Identify national policies and local procedures that relate to safeguarding and protection from abuse. 4.2. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

5. Understand ways to reduce the likelihood of abuse.	5.1. Describe 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. Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse.
6. Know how to recognise and report unsafe practices.	6.1. Describe unsafe practices that may affect the well-being of individuals. 6.2. Describe the actions to take if unsafe practices have been identified. 6.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

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

Title	Health and Safety in Health, Social Care and Early Years Settings
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA755
Unit Reference No	R/506/6622
Unit purpose and aim(s): This unit will enable the learner to understand health and safety in health, social care and early years settings	

Learning Outcomes	Assessment Criteria
1. Understand the different responsibilities relating to health and safety in health, social care and early years settings.	1.1. Describe key areas that may be pertinent to health and safety in a health, social care and early years setting. 1.2. Describe employers' and employees' responsibility for health and safety.
2. Understand the use of risk assessments in health, social care and early years settings.	2.1. Compare what is meant by hazard and risk and how these may be minimised. 2.2. Describe the purpose of a health and safety risk assessment. 2.3. Outline how risk assessment may support a person centred or child centred approach. 2.4. Describe how and when to report potential health and safety risks that have been identified.
3. Know how to reduce the spread of infection in health, social care and early years settings.	3.1. Describe how an infection is spread and ways in which it may be minimised. 3.2. Describe ways in which own health or hygiene might pose a risk to an individual or to others at work. 3.3. Describe the most thorough method for hand washing. 3.4. Describe when to use different types of personal protective equipment.

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

Title	The Role of Play for Early Learning
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA756
Unit Reference No	Y/506/6623
Unit purpose and aim(s): This unit will enable the learner to understand the importance of play for early learning	

Learning Outcomes	Assessment Criteria
1. Understand the features of a positive learning environment.	1.1. Describe the features of a positive learning environment and how these may promote learning through play.
2. Understand how play can help children's learning or development.	2.1. Describe the importance of play in a child's development. 2.2. Describe how different activities may contribute to a child's creative and imaginative development including: a) books b) games (competitive and non-competitive) c) cooking d) crafts 2.3. Describe ways in which play may promote children's learning or development in the following areas: a) physical b) social c) emotional d) intellectual e) linguistic
3. Understand how play activities may prevent stereotyping and discrimination.	3.1. Give an example of stereotyping in play. 3.2. Describe how the selection of materials, resources or activities may prevent stereotyping and discrimination.

Assessment Guidance

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

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

Title	Understanding Personal Development in Health, Social Care and Early Years Settings
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA757
Unit Reference No	D/506/6624
Unit purpose and aim(s): This unit will enable the learner to understand the principles of personal development in health, social care and early years settings	

Learning Outcomes	Assessment Criteria
1. Understand what is required for good practice in health, social care and early years roles.	1.1. Describe standards required for health, social care and early years job roles. 1.2. Describe how reflecting on own work can develop own knowledge and skills. 1.3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.
2. Be able to develop knowledge, skills and understanding.	2.1. Describe how a learning activity has improved own knowledge, skills and understanding. 2.2. Describe how reflecting on a situation has improved own knowledge, skills and understanding. 2.3. Describe how feedback from others has developed own knowledge, skills and understanding.
3. Know how a personal development plan can contribute to own learning and development.	3.1. Describe what is meant by personal development planning and who may be involved in the process. 3.2. Identify sources of support for own learning and development.

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

Title	Supporting the Physical Needs of Children
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA758
Unit Reference No	H/506/6625
Unit purpose and aim(s): This unit will enable the learner to understand how to meet the physical needs of children	

Learning Outcomes	Assessment Criteria
1. Understand the health and hygiene requirements for the physical development of young children.	1.1. Describe the general health and hygiene requirements for the development of young children's physical needs.
2. Understand the necessary provision and variations which may occur within families and cultures.	2.1. Describe the necessary provision and variations which may occur within families and cultures.
3. Recognise the signs and symptoms of common illnesses in young children.	3.1. Describe common illnesses in young children including: a) signs and symptoms b) treatment
4. Understand the importance of keeping health records and maintaining confidentiality.	4.1. Describe why it is important to maintain confidential health records.

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

Title	Developing Language and Communication Skills in Children
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA759
Unit Reference No	K/506/6626
Unit purpose and aim(s): This unit will enable the learner to understand how to develop language and communication skills in children	

Learning Outcomes	Assessment Criteria
1. Understand the key stage of language development and communication in children.	1.1. Describe the key stage of language and communication development in children. 1.2. Describe how language and communication development relates to other aspects of a child's development.
2. Understand the role of the child care worker and other professionals in promoting language skills.	2.1. Describe the role of the child care worker and other professionals in promoting language skills.
3. Understand the reasons for language delay and communication difficulties in children.	3.1. Describe common reasons for language delay in children. 3.2. Describe reasons why children may have communication difficulties.
4. Understand how language and communication skills can affect a child's development of reading and writing.	4.1. Describe how language and communication skills can affect a child's development of reading and writing.

Assessment Guidance

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

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

Title	Person-Centred Support in Health, Social Care and Early Years Settings
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA760
Unit Reference No	M/506/6627
Unit purpose and aim(s): This unit will enable the learner to understand person-centred approaches in health, social care and early years settings	

Learning Outcomes	Assessment Criteria
1. Understand what is meant by person-centred support in health, social care and early years settings.	1.1. Describe what is meant by person-centred support and why it is important to consider an individual's needs and wants. 1.2. Describe with examples how to provide person-centred support when supporting individuals in day-to-day activities.
2. Understand how to implement a person-centred approach in health, social care and early years settings.	2.1. Describe how to use history, preferences, wishes and needs of an individual when planning care and support. 2.2. Describe how using an individual's care plan contributes to working in a person-centred way.
3. Understand how to promote an individual's well-being.	3.1. Describe how individual identity and self esteem are linked with well-being. 3.2. Describe attitudes and approaches that are likely to promote an individual's well-being. 3.3. Identify ways to contribute to an environment that promotes well-being.

Assessment Guidance

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

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

Title	The Role and Responsibilities of the Health and Social Care Worker
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA761
Unit Reference No	T/506/6628
Unit purpose and aim(s): This unit will enable the learner to understand the role of the health and social care worker	

Learning Outcomes	Assessment Criteria
1. Understand the role and responsibilities of the health and social care worker.	1.1. Describe the role and main responsibilities of a health and social care worker including duty of care. 1.2. Describe the responsibilities and boundaries of the relationship between care workers and individuals. 1.3. Describe different working relationships in social care settings. 1.4. Outline the need to report any suspicions about abuse and neglect.
2. Understand the importance of working in partnership with others.	2.1. Describe the importance of working in partnership with others. 2.2. Identify skills and approaches needed for resolving conflicts. 2.3. Describe how and when to access support and advice about: 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

Title	Understanding Communication in Health, Social Care and Early Years Settings
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA762
Unit Reference No	A/506/6629
Unit purpose and aim(s): This unit will enable the learner to understand how to communicate in health, social care and early years settings	

Learning Outcomes	Assessment Criteria
1. Understand why communication is important in health, social care and early years settings.	1.1. Describe why communication is important in health, social care and early years settings. 1.2. Describe how effective communication impacts on all aspects of working in health, social care and early years settings. 1.3. Describe why it is important to observe an individual's reactions when communicating with them.
2. Understand how to communicate effectively.	2.1. Describe why it is important to understand the following in order to communicate with other individuals: a) an individual's communication and language needs b) an individual's wishes and preferences 2.2. Describe a range of communication methods.
3. Understand how to reduce barriers to communication.	3.1. Describe barriers to communication and ways to reduce them. 3.2. Describe methods to clarify understanding. 3.3. Identify sources of information and support or services to enable more effective communication.
4. Understand confidentiality in why communication is important in health, social care and early years settings.	4.1. Describe what is meant by confidentiality. 4.2. Describe ways to maintain confidentiality in day to day communication. 4.3. Describe situations where information normally considered to be confidential might need to be shared with agreed others. 4.4. Describe how and when to seek advice about confidentiality.

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

Title	Understanding Diversity, Equality and Inclusion in Health, Social Care and Early Years Settings
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA763
Unit Reference No	M/506/6630
Unit purpose and aim(s): This unit will enable the learner to understand diversity, equality and inclusion in health, social care and early years settings	

Learning Outcomes	Assessment Criteria
1. Understand the importance of diversity, equality and inclusion.	1.1. Describe what is meant by: a) diversity b) equality c) inclusion d) discrimination 1.2. Describe how direct or indirect discrimination may occur in the work setting. 1.3. Describe how practices that support diversity, equality and inclusion may reduce the likelihood of discrimination.
2. Know how to work in an inclusive way.	2.1. Identify key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in health, social care and early years settings. 2.2. Describe how to interact with individuals in an inclusive way. 2.3. Describe ways in which discrimination may be challenged in health, social care and early years settings.
3. Know how to access information, advice and support.	3.1. Identify sources of information, advice and support about diversity, equality, inclusion and discrimination and how they may be accessed.

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

Title	Child Development
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA764
Unit Reference No	T/506/6631
Unit purpose and aim(s): This unit will enable the learner to understand child development	

Learning Outcomes	Assessment Criteria
1. Understand the stages of child development from birth to 7 years.	1.1. Describe the stages of child development to include: a) physical development b) cognitive development c) language and communication development d) social, emotional and behavioural development 1.2. Describe factors which may influence a child's development. 1.3. Describe how to support development of child from birth to 7 years.
2. Be aware of a range of childcare provision.	2.1. Describe a range of childcare provision and the support provided by each of the following: a) nannies b) childminders c) nursery/playgroups d) after school clubs
3. Understand the need to create a safe environment for children.	3.1. Describe factors that need to be considered in order to create a safe environment for children.

Assessment Guidance

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

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

Title	Health and Social Care Awareness
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA765
Unit Reference No	A/506/6632
Unit purpose and aim(s): This unit will enable the learner to gain awareness of the duties, procedures and requirements of working within a health and social care setting.	

Learning Outcomes	Assessment Criteria
1. Be aware of duties, procedures and requirements relevant to working in a health and social care environment.	1.1. Describe a range of duties and procedures relevant to working in a health and social care environment. 1.2. Describe workplace requirements in relation to: a) personal presentation b) timekeeping and attendance c) conduct
2. Know how to use equipment safely when working in a health and social care environment.	2.1. Identify a range of equipment used in health and social care settings and their purpose. 2.2. Demonstrate the safe use of a range of equipment to carry out tasks. 2.3. Describe how to care for and store equipment correctly.
3. Know health and safety procedures for working in a health and social care environment.	3.1. Describe the importance of assessing and managing risk. 3.2. Explain ways in how risk can be managed. 3.3. Describe own organisation's health and safety procedures.
4. Be able to communicate with others when working in a health and social care environment.	4.1. Describe how to maintain good working relationships in a health and social care environment. 4.2. Describe how to respond to complaints in accordance with organisational policies.

Assessment Guidance

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

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

Title	The Stages of Intellectual and Language Development of Children from Birth to Eight Years
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA766
Unit Reference No	F/506/6633
Unit purpose and aim(s): This unit will enable the learner to understand the intellectual and language development of children from birth to eight	

Learning Outcomes	Assessment Criteria
1. Understand the stages of intellectual and language development in children.	1.1. Describe the stages of intellectual and language development in children from birth to eight years. 1.2. Give examples of intellectual and language development of children at different stages from birth to eight years. 1.3. Describe the importance of achieving the milestones that mark each stage in the intellectual and language development of children.
2. Understand why it is important to communicate with young children.	2.1. Describe why it is important to communicate with children to encourage their intellectual and language development. 2.2. Describe different methods of communicating with children.
3. Understand factors which affect intellectual and language development in children.	3.1. Describe factors which may affect intellectual and language development in children.

Assessment Guidance

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

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

Title	Using Craft Activities with Children and Young People
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA767
Unit Reference No	J/506/6634
Unit purpose and aim(s): This unit will enable the learner to use craft activities with children and young people.	

Learning Outcomes	Assessment Criteria
1. Know how to use craft activities with children and young people.	1.1. Describe the benefits of using craft activities with children and young people. 1.2. Describe factors to be considered when choosing craft activities. 1.3. Describe a range of ways activities can be used with children or young people.
2. Be aware of a range of craft techniques.	2.1. Describe a range of craft techniques for children and young people and benefits of each.
3. Be able to plan and carry out a craft activity.	3.1. Identify a suitable craft activity. 3.2. Describe how to prepare for and carry out the craft activity. 3.3. Review the appropriateness of the craft activity identifying areas for improvement.
4. Understand safety considerations when carrying out craft activities.	4.1. Assess safety considerations when carrying out craft activities.

Assessment Guidance

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

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

Title	Exploring Outdoor Pursuits
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA713
Unit Reference No	L/506/6635
Unit purpose and aim(s): This unit will enable the learner to take part in outdoor pursuits	

Learning Outcomes	Assessment Criteria
1. Know what is meant by outdoor pursuits.	1.1. Describe a range of outdoor pursuit activities and benefits of each.
2. Recognise health and safety aspects of outdoor pursuits.	2.1. Describe the possible dangers of a range of outdoor pursuits. 2.2. Describe health and safety procedures for a range of outdoor pursuits.
3. Be able to take part in a range of outdoor pursuits.	3.1. Take part in a range of outdoor pursuit activities to include: a) using suitable clothing and equipment b) following instructions and asking questions 3.2. Assess own performance identifying areas for improvement.

Assessment Guidance

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

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

Title	Principles of Sports Coaching
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA726
Unit Reference No	R/506/6636
Unit purpose and aim(s): This unit will enable the learner to prepare for a specific sports coaching session.	

Learning Outcomes	Assessment Criteria
1. Know how to prepare for a specific sports coaching session.	1.1. Describe how to prepare for a specific sports coaching session to include: a) health and safety requirements b) equipment 1.2. Describe the skills or techniques to be developed for a specific coaching session.
2. Understand how to support participant's performance during coaching.	2.1. Describe the steps required to improve performance through coaching. 2.2. Describe how to motivate participants without undue stress. 2.3. Describe techniques to manage participant's behaviour during coaching.
3. Understand the importance of communication between coach and participants.	3.1. Describe the importance of good communication with participants during coaching. 3.2. Describe when and how to give feedback to participants and why it is important.

Assessment Guidance

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

Title	Understand how Exercise Contributes to a Healthy Lifestyle
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA728
Unit Reference No	Y/506/6637
Unit purpose and aim(s): This unit will enable the learner to be aware of how sport can improve own health.	

Learning Outcomes	Assessment Criteria
1. Know how exercise can contribute to a healthy lifestyle.	1.1. Describe how exercise can contribute to a healthy lifestyle. 1.2. Describe how lifestyle choices when combined with regular exercise may promote good health. 1.3. Describe the positive effects of regular exercise on own health.

Assessment Guidance

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Assessment Method	Definition	Possible Content
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Title	Exploring Outdoor Adventure Sports
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA731
Unit Reference No	D/506/6638
Unit purpose and aim(s): This unit will enable the learner to understand the characteristics of outdoor adventure sports including necessary protection equipment and health and safety considerations required.	

Learning Outcomes	Assessment Criteria
1. Understand the characteristics of outdoor adventure sports.	1.1. Describe the characteristics of outdoor adventure sports.
2. Understand the use of outdoor adventure sports equipment in a range of environments.	2.1. Demonstrate the use of outdoor adventure sports equipment in a range of environments.
3. Recognise the appropriate personal protection equipment (PPE) worn when participating in outdoor adventure sports.	3.1. Describe the range of PPE when participating in outdoor adventure sports. 3.2. Demonstrate the use of appropriate PPE.
4. Recognise the importance of maintaining appropriate health and safety standards when participating in outdoor adventure sports.	4.1. Describe health and safety standards for a range of outdoor adventure activities. 4.2. Carry out a health and safety check for a range of outdoor adventure activities.

Assessment Guidance

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

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

Title	Customer Care for Outdoor Centre Staff
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA734
Unit Reference No	H/506/6639
Unit purpose and aim(s): This will enable the learner to put into practice the principles of good customer care when working in an outdoor centre context.	

Learning Outcomes	Assessment Criteria
1. Recognise the main principles of customer care appropriate to an outdoor centre context.	1.1. Demonstrate good customer service in an outdoor centre context. 1.2. Explain how expectations and needs can vary between users. 1.3. Explain the role and responsibilities of individuals to ensure they provide excellent customer service. 1.4. Describe the importance of measuring customer service and how it may be recorded. 1.5. Explain how customer service is assessed in own organisation.

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

Title	Exploring the Leisure Industry
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA736
Unit Reference No	Y/506/6640
Unit purpose and aim(s): This will enable the learner to understand there are a variety of providers in the leisure industry and they can offer a range of services and facilities.	

Learning Outcomes	Assessment Criteria
1. Understand what the term leisure means.	1.1. Define what is meant by the term 'leisure.' 1.2. Give examples of dynamic and passive leisure pursuits.
2. Recognise the various needs of different social groups of leisure users.	2.1. Assess the leisure needs of a variety of different social groups including those by age and gender. 2.2. Illustrate the diverse leisure needs of a specific group.
3. Recognise the different services and facilities leisure providers offer.	3.1. Give examples of different types of providers within the leisure industry. 3.2. Outline the differences in the services and facilities they provide.
4. Recognise the importance of leisure to the local and national economy.	4.1. Explain how the leisure industry affects the national economy. 4.2. Describe how the leisure industry can influence the local economy.

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

Title	Induction Training for Outdoor Centre Staff
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA740
Unit Reference No	D/506/6641
Unit purpose and aim(s): This unit will enable the learner to understand the rules and procedures operated within own organisation and the terms and conditions of their employment.	

Learning Outcomes	Assessment Criteria
1. Know the purpose of the organisation and how it functions within the industry sector.	1.1. Describe background, aims and ethos of own organisation. 1.2. Explain how the organisation functions within the industry sector.
2. Be able to apply rules and regulations of own organisation.	2.1. Outline own organisation's code of conduct. 2.2. Explain own organisation's procedures relating to the following: a) Health and Safety at Work Order 1978 (NI) b) child protection and vulnerable adults c) fire procedures d) Control of Substances Hazardous to Health(COSHH) e) manual handling
3. Understand the contractual terms and conditions of employment.	3.1. Summarise the terms and conditions of employment for own role.

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

Title	Personal Fitness Programme Planning
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA741
Unit Reference No	H/506/6642
Unit purpose and aim(s): This will enable the learner to design a personal training programme to improve their physical fitness levels and assess the effectiveness.	

Learning Outcomes	Assessment Criteria
1. Understand the components of physical fitness.	1.1. Describe the components of physical fitness.
2. Know how to assess own physical fitness levels.	2.1. Assess own level of physical fitness. 2.2. Prepare a personal training programme to meet set targets. 2.3. Describe barriers to improving own personal fitness and how these may be overcome.
3. Be able to follow and review own personal training programme.	3.1. Follow own personal training programme for a set length of time. 3.2. Record and monitor the effectiveness of exercises undertaken to improve fitness levels. 3.3. Compare own physical fitness level with initial assessment. 3.4. Comment on the effectiveness of the physical fitness programme.

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

Title	Personal Improvement Through Sport
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA742
Unit Reference No	K/506/6643

Unit purpose and aim(s): This unit will enable the learner to participate in sporting activity.

Learning Outcomes	Assessment Criteria
1. Be able to participate in a sporting activity.	1.1. Choose a sport which meets personal requirements and give reasons for choice. 1.2. Actively participate in chosen sport for a set length of time.
2. Recognise the physical and emotional benefits of sport.	2.1. Summarise the physical and emotional benefits of sport. 2.2. Explain the particular benefits of chosen sport.
3. Know the rules and/or tactics of the sporting activity.	3.1. Demonstrate knowledge of rules and tactics in order to be able to umpire, referee or lead an activity.
4. Recognise the importance of physical preparation prior to practical sessions.	4.1. Produce a plan for a regular warm-up session. 4.2. Explain the basic physiological reasons for warming-up.
5. Recognise personal strengths and weaknesses.	5.1. Assess own personal strengths and weaknesses. 5.2. Set goals for improving personal strengths and weaknesses and monitor progress.
6. Know the health and safety rules relating to sport.	6.1. Follow health and safety rules for chosen sport. 6.2. Explain the consequences of not adhering to health and safety rules.

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

Title	Plan and Deliver an Activity Session at an Outdoor Centre
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBA743
Unit Reference No	M/506/6644
Unit purpose and aim(s): This unit will enable the learner to understand the importance of effective planning to deliver an activity session.	

Learning Outcomes	Assessment Criteria
1. Know how to plan an activity session.	1.1 Explain the main elements of a session plan. 1.2 Outline the type of information required to tailor the session for a group or an individual. 1.3 Demonstrate how to check objectives, sequences and timings for a session. 1.4 Explain the health and safety aspects of preparing and delivering a session.
2. Know how to prepare an activity session.	2.1. Explain the types of equipment and facilities required for an activity session. 2.2. Choose equipment appropriate to group or individual needs and the centre's usage procedures. 2.3. Explain the importance of being mentally and physically prepared for a session.
3. Be able to lead an activity session.	3.1. Follow organisational standards and procedures when delivering an activity session. 3.2. Deliver an activity session. 3.3. Demonstrate a range of communication methods which may be used to ensure all participants understand what is required of them. 3.4. Summarise a range of supervision levels for different activities, types of participants, and changing situations during a session. 3.5. Describe a range of new risks, needs and opportunities during a session which may require changes to session plan.
4. Understand how to conclude and review an activity session.	4.1. Describe the purpose and techniques used to conclude and review an activity session with participants. 4.2. Describe the importance of encouraging participants to take responsibility for the equipment and facilities after use. 4.3. Describe the procedures for recording session information and reporting any incidents or accidents. 4.4. Review activity session identifying areas for improvement.

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

Title	Responding to First Aid Emergencies for Outdoor Centre Staff
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBA744
Unit Reference No	T/506/6645
Unit purpose and aim(s): This will enable the learner to respond to health emergencies and administer essential first aid in a safe and effective manner.	

Learning Outcomes	Assessment Criteria
1. Know how to respond to a range of emergency first aid situations.	1.1. Describe a range of situations which require emergency first aid support and the appropriate procedures.
2. Know how to provide first aid assistance and treatment for a casualty.	2.1. Demonstrate effective first aid skills in a range of basic emergency situations. 2.2. Use effective first aid skills to treat casualties of a serious accident or incident when waiting on the emergency services.
3. Know how to create and maintain a fully equipped first aid kit.	3.1. Outline the basic materials used in a first aid kit suitable for a specific activity and location. 3.2. Describe how to maintain and check the suitability of stock in a first aid kit.

Assessment Guidance

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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

Title	Routine Vehicle Maintenance
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA714
Unit Reference No	A/506/6646

Unit purpose and aim(s): This unit will enable the learner to carry out routine vehicle maintenance.

Learning Outcomes	Assessment Criteria
1. Know vehicle systems and components that require routine maintenance.	1.1. Describe vehicle systems and components that require routine maintenance. 1.2. Describe the tools and equipment required to carry out maintenance activities. 1.3. Describe the maintenance requirements for vehicle systems.
2. Be able to carry out routine vehicle maintenance.	2.1. Use sources of technical information to carry out routine vehicle maintenance activities. 2.2. Carry out routine vehicle maintenance including: a) locating and using technical data b) maintenance procedures c) legal requirements
3. Be able to work safely when carrying out vehicle checks.	3.1. Apply health and safety requirements when carrying out vehicle maintenance activities. 3.2. Use the appropriate personal protection equipment (PPE) required for vehicle maintenance activities.

Assessment Guidance

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

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

Title	Routine Motorcycle Maintenance
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA715
Unit Reference No	F/506/6647
Unit purpose and aim(s): This unit will enable the learner to carry out routine motorcycle maintenance.	

Learning Outcomes	Assessment Criteria
1. Know motorcycle systems and components that require routine maintenance.	1.1. Describe motorcycle systems and components that require routine maintenance. 1.2. Describe the tools and equipment required to carry out maintenance activities. 1.3. Describe the maintenance requirements for motorcycle systems.
2. Be able to carry out routine maintenance on motorcycles.	2.1. Use sources of technical information to carry out routine motorcycle maintenance activities. 2.2. Carry out routine maintenance on motorcycles including: a) locating and using technical data b) maintenance procedures c) legal requirements
3. Be able to work safely when carrying out motorcycle checks.	3.1. Apply health and safety requirements when carrying out motorcycle maintenance activities. 3.2. Use the appropriate personal protection equipment (PPE) required for motorcycle maintenance activities.

Assessment Guidance

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

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

Title	Routine Vehicle Braking Systems
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA720
Unit Reference No	J/506/6648
Unit purpose and aim(s): This unit will enable the learner to work safely to remove and replace wheels. The learner will also be required to service and maintain vehicle braking systems.	

Learning Outcomes	Assessment Criteria
1. Be able to work safely on vehicle braking systems.	1.1. Apply safe working practices when working on vehicle braking systems. 1.2. Dispose of waste products in accordance with environmental guidance.
2. Know the fundamental operating principles and components of braking systems.	2.1. Describe braking systems and their components. 2.2. Describe how to remove/bleed air from a hydraulic braking circuit. 2.3. Describe how to check a braking system for satisfactory operation to meet legal requirements.
3. Be able to service and maintain braking systems.	3.1. Use tools and equipment to carry out braking system repairs. 3.2. Carry out braking system servicing and repairs using appropriate technical data. 3.3. Perform checks on condition of both brake fluid and operation of brake warning lights. 3.4. Check and top-up brake fluid reservoir.

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

Title	Using Tools and Equipment Within a Motor Vehicle Workshop
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBA721
Unit Reference No	L/506/6649
Unit purpose and aim(s): This unit will enable the learner to use motor vehicle hand tools and workshop equipment correctly and safely.	

Learning Outcomes	Assessment Criteria
1. Be able to use and maintain motor vehicle hand tools and equipment.	1.1. Identify and use hand tools and equipment within a motor vehicle workshop safely and correctly. 1.2. Describe how to maintain hand tools and equipment within a motor vehicle workshop. 1.3. Use equipment in accordance with company and manufacturer's guidelines. 1.4. Describe why it is important to conduct routine maintenance on tools and equipment. 1.5. Describe own organisation's reporting procedures for hazards and unsafe equipment.
2. Be able to work safely when using tools and equipment within a motor vehicle workshop.	2.1. Apply safe working practices when using tools and equipment within a motor vehicle workshop. 2.2. Maintain a clean and hazard free working area ensuring efficient workflow. 2.3. Describe own responsibilities and responsibilities to other colleagues and customers within a motor vehicle workshop.

Assessment Guidance

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

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

Title	Vehicle Body Repairs
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBA723
Unit Reference No	F/506/6650

Unit purpose and aim(s): This unit will enable the learner to carry out vehicle body repairs.

Learning Outcomes	Assessment Criteria
1. Be able to select tools, equipment and materials for vehicle body repairs.	1.1. Describe the appropriate tools, equipment and materials for a range of vehicle body repairs. 1.2. Use the correct procedures to prepare damaged areas for repair. 1.3. Carry out a range of body repair tasks using correct hand tools appropriately. 1.4. Describe the techniques used to check repair surface. 1.5. Describe the maintenance requirements of a range of hand tools.
2. Be able to prepare, apply and shape vehicle body fillers.	2.1. Select appropriate quantities of filler and hardener to mix. 2.2. Demonstrate the following: a) mixing filler and hardener b) applying filler to damaged panels c) shaping and rubbing down of filled panels 2.3. Dispose of waste materials in accordance with workplace regulations.
3. Be able to work safely.	3.1. Describe organisational and safety procedures relating to vehicle body repairs. 3.2. Apply health and safety requirements when carrying out vehicle body repairs. 3.3. Use appropriate Personal Protective Equipment and safe working practices when undertaking vehicle body repairs.

Assessment Guidance

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

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

Title	Vehicle Maintenance of Wheels, Tyres, Steering and Suspension Systems
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBA724
Unit Reference No	J/506/6651
Unit purpose and aim(s): This unit will enable the learner to understand the characteristics and construction of vehicle wheels and tyres and conduct examinations and repairs.	

Learning Outcomes	Assessment Criteria
1. Know the characteristics and construction of vehicle wheels and tyres.	1.1. Describe the characteristics and construction of a vehicle's road wheels and tyres.
2. Understand the function and operating principles of vehicle steering and suspension systems.	2.1. Describe the function and operating principles of the following: a) a vehicle's steering system b) a vehicle's suspension system
3. Know how to inspect a vehicle's wheels, tyres, steering and suspension systems and make necessary repairs.	3.1. Carry out an inspection using appropriate data to make necessary repairs on: a) a defective wheel and tyre b) a defective steering system c) a defective suspension system
4. Be able to conduct repairs on wheels, tyres, steering and suspension systems.	4.1. Carry out a repair using appropriate tools and equipment on: a) a defective wheel and its tyre b) a defective steering system c) a defective suspension system

Assessment Guidance

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

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

Title	Vehicle Valeting
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA725
Unit Reference No	L/506/6652
Unit purpose and aim(s): This unit will enable the learner to understand how to valet a car interior and exterior	

Learning Outcomes	Assessment Criteria
1. Know the tools, equipment and materials to carry out a vehicle valet.	1.1. Describe the tools, equipment and materials used for vehicle valets. 1.2. Describe the maintenance requirements for tools and equipment used for vehicle valets.
2. Be able to understand legislative and organisational requirements for carrying out a vehicle valet.	2.1. Describe the legal requirements relating to vehicle valets. 2.2. Describe health and safety requirements relating to vehicle valets.
3. Know how to carry out a vehicle valet.	3.1. Describe the procedures and sequence for carrying out vehicle valets. 3.2. Describe how customer requirements can be documented and met. 3.3. Carry out valeting of a vehicle exterior and interior using correct technical information. 3.4. Record and report vehicle valet problems or delays. 3.5. Demonstrate how to work safely when valeting vehicles. 3.6. Demonstrate appropriate ways to dispose of waste products in accordance with guidelines.

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

Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

The External Verifier will review the delivery and assessment of the qualifications. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

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

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification
- Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested

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

Administration

Registration

A centre must register learners within 20 working days of commencement of a qualification.

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges

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

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

Retention of Evidence

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

OCN NI Level 2 Award in Vocational Skills
Qualification Number: 601/4266/2

Operational start date: 01 September 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Certificate in Vocational Skills
Qualification Number: 601/4284/4

Operational start date: 01 September 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Diploma in Vocational Skills
Qualification Number: 601/4289/3

Operational start date: 01 September 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

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

Phone: 028 90463990
Web: www.ocnni.org.uk