



Qualification Specification for:

OCN NI Level 2 Award in Transversal Skills

➤ **Qualification No: 610/3593/2**

OCN NI Level 2 Certificate in Transversal Skills

➤ **Qualification No: 610/1466/7**

Qualification Regulation Information

Qualification Title: **OCN NI Level 2 Award in Transversal Skills**

Qualification Number: **610/3593/2**

Operational start date: 15 December 2023

Operational end date: 31 August 2024

Certification end date: 31 August 2026

Qualification Title: **OCN NI Level 2 Certificate in Transversal Skills**

Qualification Number: **610/1466/7**

Operational start date: 15 August 2022

Operational end date: 31 August 2024

Certification end date: 31 August 2026

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. Learners have up to the certificate end date to complete the qualification and 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.

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Foreword

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

- **OCN NI Level 2 Award in Transversal Skills**
- **OCN NI Level 2 Certificate in Transversal Skills**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- 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.ocni.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.

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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

Sector Subject Area

14.1 Foundations for Learning and Life

Qualifications' Aim

The OCN NI Level 2 Award and Certificate in Transversal Skills qualifications will be completed in conjunction with a vocational qualification.

Transversal Skills are those typically considered as not specifically related to a job, task, academic discipline, or area of knowledge but as skills that can be used in a wide variety of situations and work settings. These skills include the following core domains:

- critical and innovative thinking
- inter-personal skills e.g., presentation and communication, organisational skills and teamwork
- intra-personal skills e.g., self-discipline, enthusiasm, perseverance and self-motivation
- global citizenship e.g., tolerance, openness, respect for diversity and intercultural understanding
- media and information literacy such as the ability to locate and access information, as well as analyse and evaluate media content.



The Northern Ireland (NI) Skills Barometer commissioned by the Department for the Economy NI (DfE) detailed how these cross-cutting transversal skills are increasingly being reported by employers as important factors in the recruitment of education leavers. The publication also makes it evident that when transversal skills are bundled alongside technical skills this can have a positive impact on income and employment. Additionally, the Ulster University Graduate Employer Survey highlighted that communication, digital skills, leadership, and problem solving/analytical were the most important soft skills identified by NI graduate employers.

The Transversal Skills assessed by this qualification support the DfE policy for youth training as identified in *Generating our Success: The Northern Ireland Strategy for Youth Training, 2015*.

The fundamental delivery methodology will be via Project Based Learning (PBL) where evidence can be generated through the vocational Traineeship programme, Essential Skills qualifications, work-based learning, or extra-curricular activities. This delivery methodology will present numerous vocationally relevant development opportunities for learners to develop their skills and implement these skills within a “real-world” or project-based context. By adopting this approach learners will capture evidence that is naturally generated whilst undertaking the range of activities associated with the Traineeship programme. This qualification will enable learners to gain certification for transversal skills.

Work-based learning may contain but not be limited to; industry work placement, work experience, part-time employment, internships, or other simulated work-based learning including participation with student companies or college based simulated industry workplaces.

Qualifications’ Objectives

The objectives of the qualifications are to assist learners in acquiring the Transversal skills, attributes and behaviours that are needed to enter and succeed in the world of work. These include:

- identifying how to contribute positively to the wider college, community and workplace
- understanding how to work with others
- the application of problem-solving and decision-making skills to a real-world challenge
- understanding the importance of self-management techniques, mental health and well-being and the ability to build resilience
- understand the skills and knowledge to demonstrate workplace behaviour and attitudes
- understand how to use digital devices, communication applications, and networks to access and manage information.

Transversal Skills Overview

A strong reoccurring theme in employer feedback to the 2015 & 2019 NI Skills Barometer survey was the importance of good communication, team-working, working with others, problem solving and a willingness to learn.

Transversal Skills are developed through PBL and other vocationally relevant activities and are listed below:

- **T1 Citizenship**
Citizenship is the ability to contribute positively to the wider college, community and workplace.
- **T2 working with others**
Working with Others covers communication skills, teamwork, collaboration, sociability, empathy, and compassion.
- **T3 problem-solving and decision making**
Problem-solving and Decision-making is the ability to generate multiple solutions to a real-world challenge and to select the best option through evaluation and experimentation.
- **T4 self-management**
Self-management is the ability to organise and motivate oneself, especially when faced with challenges. Self-management involves self-awareness, self-discipline and the ability to learn independently.
- **T5 work professionalism**
Work Professionalism is the ability to identify and exhibit appropriate behaviour and attitudes for the workplace.
- **T6 digital literacy skills**
Digital literacy skills are broadly defined as those needed to live, work, and learn safely in the world around us.

Qualification Target Group

The OCN NI Level 2 Award and Certificate in Transversal Skills are targeted at learners who wish to gain employment or progress to further studies.

Entry Requirements

Learners must hold a minimum of a Level 1 qualification.

Progression

Learners may progress from the OCN NI Level 2 Award in Transversal Skills to the OCN NI Level 2 Certificate in Transversal Skills.

The OCN NI Level 2 Certificate in Transversal Skills will support learners to progress to higher level qualifications or into employment.

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.

Centres must also be approved for the delivery of Traineeship Programmes by the Department for the Economy (Northern Ireland).

Centre Physical Resources

Centres must have sufficient physical and vocational resources of an industry standard to facilitate the delivery of any linked Traineeship programme.

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 qualification, and have a minimum of three years' relevant experience in the associated Traineeship sector.

Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved as outlined within each unit's Assessment Requirements and Assessment Guidance.

Assessors must:

- 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.

Internal Verifiers must:

- have at least three years' occupational experience in the area they are internally verifying
- attend OCN NI's internal verifier training if not already completed

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

In order to achieve the OCN NI Level 2 Award in Transversal Skills learners must successfully complete 6 credits from any of the units.

Total Qualification Time (TQT) for this qualification: 60 hours
 Guided Learning Hours (GLH) for this qualification: 40 hours

In order to achieve the OCN NI Level 2 Certificate in Transversal Skills learners must successfully complete all units - 18 credits.

Total Qualification Time (TQT) for this qualification: 180 hours
 Guided Learning Hours (GLH) for this qualification: 120 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	GLH	Level
F/650/3690	CBF879	Citizenship	30	3	20	Two
H/650/3691	CBF880	Working with Others	30	3	20	Two
J/650/3692	CBF881	Problem Solving and Decision Making	30	3	20	Two
K/650/3693	CBF882	Self-Management	30	3	20	Two
L/650/3694	CBF883	Work Professionalism	30	3	20	Two
M/650/3695	CBF884	Digital Literacy	30	3	20	Two

Unit Grading Structure

Each unit will be graded as Pass/Merit/Distinction/Fail. All units are internally assessed within this qualification, and each unit has specified assessment criteria at the Pass, Merit and Distinction unit grades.

Unit grading matrix

Unit grading matrix

- A learner will be considered to have failed a unit if they do not achieve all the pass assessment criteria in that unit
- To achieve a pass in a unit the learner must have successfully completed all the pass assessment criteria in that unit
- To achieve a merit in a unit the learner must have successfully completed all the pass and merit criteria in that unit
- To achieve a distinction in a unit the learner must have successfully completed all the pass, merit and distinction criteria in that unit

Qualification Grading Structure

The OCN NI Level 2 Award and Certificate in Transversal Skills will be graded overall as follows:

- Fail
- Pass
- Merit
- Distinction

Rationale for Grading Across the Units

Learners who have not achieved a pass in all of the required units for the qualification will be considered to have failed.

Learners achieving a pass should have a sound knowledge and understanding of the area being assessed, the majority of assessment criteria (AC) are at pass level. Learners meeting all learning outcomes at pass standards stated in the AC in a unit will gain a pass for that unit.

Learners achieving a merit will have demonstrated that they can complete more complex tasks beyond the pass level; there are fewer ACs at these levels. Learners meeting all learning outcomes at pass standards, and where available also at merit standards stated in the AC in a unit will gain a merit for that unit.

Learners achieving a distinction will have demonstrated they can complete more complex tasks at a consistently high level, beyond the merit level; there are fewer ACs at these levels. Learners meeting all learning outcomes at pass standards, and where available also at merit and distinction standards stated in the AC in a unit will gain a distinction for that unit.

Calculation of the Qualification Grade

The grades are attained by gaining points for the successful achievement of each unit and the aggregation of those points and conversion to a qualification grade. The following table details the points allocated for pass, merit and distinction for each of the units within the qualification.

Unit Title	Unit Code	Credit Value	Points per unit grade		
			Pass	Merit	Distinction
Citizenship	F/650/3690	3	30	40	50
Working with Others	H/650/3691	3	30	40	50
Problem Solving and Decision Making	J/650/3692	3	30	40	50
Self-Management	K/650/3693	3	30	40	50
Work Professionalism	L/650/3694	3	30	40	50
Digital Literacy	M/650/3695	3	30	40	50

The points per unit are added up and then converted to a qualification grade using the following table:

Points for the Qualification Grade Conversion

Points range - Award	Grade
60 - 79	P
80 - 91	M
92 or above	D

Points range - Certificate	Grade
180 - 210	P
220 - 260	M
270 - 300	D

Units

Title	Citizenship		
Level	Two		
Credit Value	3		
Guided Learning Hours (GLH)	20		
OCN NI Unit Code	CBF879		
Unit Reference No	F/650/3690		
Unit purpose and aim(s): This unit will enable the learner to identify how they can contribute positively to the wider college, community and workplace.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Know how to apply the principles of social diversity.	1.1. Outline what is meant by social diversity. 1.2. Illustrate the application of social diversity principles in different contexts including: a) respect for staff, peers and others b) acceptable behaviour c) awareness of others' needs	1.M.1 Apply the principles of social diversity through a group project involving at least one of the following: a) staff b) peers c) others	1.D.1 Assess own contribution to the group project undertaken in AC 1.M.1 including how own personal choices and behaviours apply the principles of social diversity identifying possible areas for improvement.
2. Know how to impact positively on the wider community.	2.1. Identify how own contribution in at least three different activities may make a positive impact on the wider community.	2.M.1 Demonstrate own contribution identified in AC 2.1 to positively impact the wider community.	2.D.1 Assess the positive impact on the wider community of own contribution made in AC 2.M.1.
Assessment Guidance - This unit will enable learners to gain certification for transversal skills.			
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.			
Assessment Method	Definition	Possible Content	
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work 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	<p>Electronic portfolio</p> <p>Indicative content may include:</p> <ul style="list-style-type: none"> • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio recordings
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Title	Working with Others
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBF880
Unit Reference No	H/650/3691

Unit purpose and aim(s): This unit will enable the learner to understand how to work with others.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be able to communicate verbally and non-verbally.	1.1. Outline what is meant by verbal and non-verbal communication. 1.2. Demonstrate the use of appropriate and effective verbal and non-verbal communication in at least two different situations, including at least one presentation.	1.M.1 Demonstrate the use of appropriate and effective verbal and non-verbal communication in at least two different group situations.	1.D.1 Assess own contribution to group discussions undertaken in AC 1.M.1 identifying possible areas for improvement in own appropriate and effective use of verbal and non-verbal communication.
2. Be able to work within a team.	2.1. Identify a group project to include the following: a) own and others' skills and strengths b) appropriate tasks to be carried out c) a group contract d) allocation of tasks 2.2. Carry out own role and responsibilities as agreed in AC 2.1.	2.M.1 Assess own contribution to the group project carried out in AC 2.2 identifying possible areas for improvement.	2.D.1 Assess the contribution of others to the group project carried out in AC 2.1 providing appropriate feedback on what went well and possible areas for improvement.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work 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	<p>Electronic portfolio</p> <p>Indicative content may include:</p> <ul style="list-style-type: none"> • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio recordings
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Title	Problem Solving and Decision Making		
Level	Two		
Credit Value	3		
Guided Learning Hours (GLH)	20		
OCN NI Unit Code	CBF881		
Unit Reference No	J/650/3692		
Unit purpose and aim(s): This unit will enable the learner to apply problem-solving and decision-making skills to a real-world challenge.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be able to make decisions.	1.1. Illustrate how to use an individual decision-making methodology.	1.M.1 Use a group decision making methodology to develop decisions regarding a given real-world challenge.	1.D.1 Assess the outcomes and methodology used for group decisions made in AC 1.M.1 identifying possible improvements to the decision-making process and how they may have improved outcomes.
2. Be aware of different sources of advice and support to inform problem solving.	2.1. Identify different sources of advice and support to inform problem solving for a given real-world challenge.	2.M.1 Assess sources of advice and support identified in AC 2.1 and select the most appropriate to assist with the development of solutions to given real-world problem.	
3. Understand and apply the process of problem solving.	3.1. Use a problem-solving methodology to identify potential solutions to the given real-world challenge identified in AC 2.1. 3.2. Select and implement the one solution identified in AC 2.1 most likely to address the given real-world challenge.	3.M.1 Assess the solution implemented in AC 3.2 in relation to its effectiveness in addressing the given real-world challenge.	3.D.1 Assess feedback from stakeholders on the solution implemented in AC 3.2 in relation to its effectiveness in addressing the given real-world challenge and use assessment undertaken in AC 3.M.1 to identify possible improvements to solution implemented.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work 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 Indicative content may include: <ul style="list-style-type: none"> • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio recordings

Title	Self-Management		
Level	Two		
Credit Value	3		
Guided Learning Hours (GLH)	20		
OCN NI Unit Code	CBF882		
Unit Reference No	K/650/3693		
Unit purpose and aim(s): This unit will enable the learner to understand the importance of self-management techniques. The learner will also understand mental health and well-being and be able to build resilience.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be able plan own personal development.	1.1. Identify own personal and professional development goals and how these may be achieved.	1.M.1 Develop a personal development plan identifying how the goals in AC 1.1 may be achieved and associated timelines.	1.D.1 Assess own progress against the personal development plan created in AC 1.M.1 including timeframes and achievements to date.
2. Be able to demonstrate punctuality, reliability and time management in the workplace and be aware of its importance.	2.1. Demonstrate and outline the importance of punctuality, reliability, meeting deadlines and time management as part of a given real-world challenge.	2.M.1 Assess the impact on a given real-world challenge of a lack of punctuality, reliability, meeting deadlines and time management on addressing the challenge, and others view of own professionalism.	
3. Be able to address challenges and difficulties.	3.1. Demonstrate how to address a difficulty or challenge with support.	3.M.1 Assess own contribution to addressing the difficulty or challenge identified in AC 3.1 identifying how this may be done without support in future.	3.D.1 Assess how own ability to address difficulties and challenges may be improved and develop a plan to improve own ability.
4. Understand how to improve well-being and resilience.	4.1. Identify tools and techniques that may be used to improve well-being and resilience.	4.M.1 Implement at least one tool and one technique identified in AC4.1 to improve own well-being and resilience.	4.D.1 Assess the effectiveness of the tool and technique implemented in AC4. M.1 in improving own well-being and resilience identifying possible areas for improvement or alternative tools or techniques.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work 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 Indicative content may include: <ul style="list-style-type: none"> • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio recordings

Title	Work Professionalism		
Level	Two		
Credit Value	3		
Guided Learning Hours (GLH)	20		
OCN NI Unit Code	CBF883		
Unit Reference No	L/650/3694		
Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge to demonstrate work place behaviour and attitudes.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be able to undertake a work-based activity or project.	1.1. Carry out a work-based activity or project under supervision in accordance with accepted workplace standards and agreed deadlines.	1.M.1 Produce a plan to undertake a work-based activity or project without supervision. 1.M.2 Carry out the work-based activity or project without supervision and in accordance with accepted workplace standards and agreed deadlines.	1.D.1 Work with others to capture feedback on own performance carried out without supervision in AC 1.M.2 identifying areas for improvement.
2. Understand the importance of adhering to workplace practices.	2.1. Identify and comply with workplace practices in accordance with relevant legislations when carrying out the work-based activity or project undertaken in AC 1.1.		
3. Be able to demonstrate appropriate work place behaviours and attitudes.	3.1. Demonstrate appropriate behaviours and attitudes when carrying out the work-based activity or project undertaken in AC 1.1.		
4. Be able to review own workplace performance.	4.1. Review own workplace performance carried out in AC 1.1 identifying areas for improvement.	4.M.1 Assess own performance in planning and carrying out the activities in AC 1.M.1 and AC 1.M.2 identifying possible areas for improvement.	4.D.1 Use assessment undertaken in AC 4.M.1 to identify areas for personal development and skills gaps to be addressed. 4.D.2 Develop a personal development plan based on findings identified in AC 4.D.1.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work 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 Indicative content may include: <ul style="list-style-type: none"> • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio Recordings

Title	Digital Literacy		
Level	Two		
Credit Value	3		
Guided Learning Hours (GLH)	20		
OCN NI Unit Code	CBF884		
Unit Reference No	M/650/3695		
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use digital devices, communication applications, and networks to access and manage information.			
Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be able to maintain own health, safety and security when working online.	1.1. Identify potential security risks associated with working online including accessing services. 1.2. Demonstrate how to protect data and devices from online risks and threats. 1.3. Illustrate how to behave responsibly online to minimise physical and mental health risks to maintain own digital wellbeing.	1.M.1 Assess the management of own digital wellbeing and develop strategies to address areas for improvement.	
2. Be able to utilise tools to manage digital information from multiple sources.	2.1. Use appropriate techniques to carry out and refine online searches safely. 2.2. Illustrate how to effectively manage, store and share digital information safely and securely. 2.3. Apply rules relating to copyright and creative commons licensing to digital resources.	2.M.1 Assess the relevance and reliability of digital information sources.	2.D.1 Demonstrate how to appropriately reference digital resources.
3. Be able to use technology to create digital content.	3.1. Use appropriate tools to design and present digital content in different formats.	3.M.1 Illustrate how the content developed in AC 3.1 can be modified for different audiences.	3.D.1 Work with others to support them to use technology to create digital content.
4. Be able to use technology to connect, collaborate and learn online.	4.1. Use technology to communicate, collaborate and present information online. 4.2. Identify the importance of engaging actively in online learning. 4.3. Use digital tools to manage own learning time and tasks.	4.M.1 Evaluate own performance in communicating, collaborating and learning online identifying possible areas for improvement.	4.D.1 Work with others to support them to use technology to connect, collaborate and learn online.

Assessment Guidance - This unit will enable learners to gain certification for transversal skills.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work 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 Indicative content may include: <ul style="list-style-type: none"> • Learner notes/written work • Learner log /diary • Peer notes • Record of observation • Record of discussion • Photographs • Video Evidence • Audio Recordings

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 qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. 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 Transversal Skills
Qualification Number: 610/3593/2

Operational start date: 15 December 2023
Operational end date: 31 August 2024
Certification end date: 31 August 2026

OCN NI Level 2 Certificate in Transversal Skills
Qualification Number: 610/1466/7

Operational start date: 15 August 2022
Operational end date: 31 August 2024
Certification end date: 31 August 2026

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