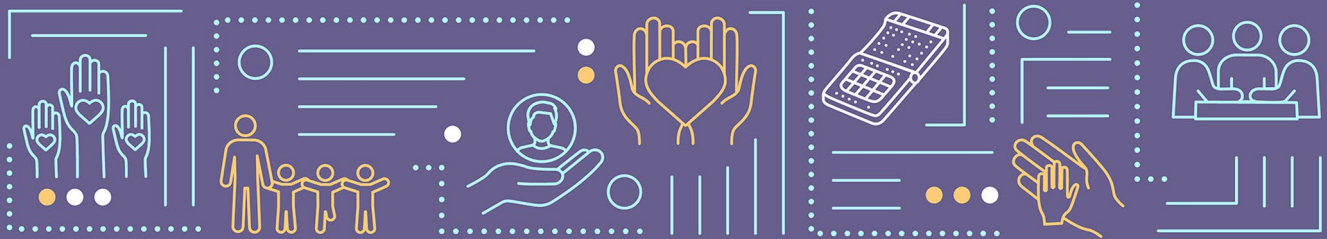


INCLUSION



Qualification Specification for:

OCN NI Level 3 Award in Neurodiversity in the Workplace

➤ **Qualification No: 610/3673/0**

Qualification Regulation Information

OCN NI Level 3 Award in Neurodiversity in the Workplace

Qualification Number: 610/3673/0

Operational start date: 01 February 2024

Operational end date: 31 January 2029

Certification end date: 31 January 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 end 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

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Foreword

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

→ **OCN NI Level 3 Award in Neurodiversity in the Workplace**

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

Foreword	3
About Regulation	5
OCN NI.....	5
Qualification Features	6
Sector Subject Area	6
Qualification Aim	6
Qualification Objectives.....	6
Grading	6
Qualification Target Group	6
Progression Opportunities.....	6
Entry Requirements.....	6
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	11
Quality Assurance of Centre Performance	18
External Verification	18
Standardisation	18
Administration	19
Registration	19
Certification	19
Charges.....	19
Equality, Fairness and Inclusion.....	19
Retention of Evidence	19

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 Features

Sector Subject Area

15.3 Business management

Qualification Aim

The OCN NI Level 3 Award in Neurodiversity in the Workplace qualification will provide the learner with an understanding of how to support neurodiversity in the workplace.

Qualification Objectives

The objectives of the OCN NI Level 3 Award in Neurodiversity in the Workplace are to enable the learner to develop an understanding of neurodiversity in the workplace and how to support a neurodiverse workforce.

Grading

Grading for this qualification is pass/fail.

Qualification Target Group

This qualification is targeted at learners who wish to develop their knowledge and skills in how to manage and/or support neurodiversity in the workplace.

Progression Opportunities

The OCN NI Level 3 Award in Neurodiversity in the Workplace will help learners to progress to higher level qualifications in related areas of leadership and management, project management, and health and social care. For example, the OCN NI Level 5 Award/Certificate in Leadership and Management, the OCN NI Level 4 Diploma in Industry Project Management Skills, or the OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Management) (Northern Ireland), (providing the learner has the appropriate work experience for the latter qualification). This qualification may also be relevant to those working in educational contexts as some learners will likely be neurodiverse, and thus progression routes may include the OCN NI Level 4 Certificate in Teaching: Adult and Continuing Education and the OCN NI Level 5 Certificate in Advanced Teaching Practice.

Entry Requirements

There are no specific entry requirements for this qualification, however learners must be at least 18 years of age.

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, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

This qualification is available in English only at this time. If you wish to offer this qualification 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 qualification should be occupationally competent and qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience.

Assessors

The qualification is assessed within the centre and is 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 to at least one level higher than the qualification
- have a minimum of one year's 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 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

OCN NI Level 3 Award in Neurodiversity in the Workplace

To achieve the qualification learners must complete both units – 5 credits.

Total Qualification Time (TQT) for this qualification: 50 hours

Guided Learning Hours (GLH) for this qualification: 35 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
R/650/9771	CBG542	Neurodiversity in the Workplace	2	14	Three
D/650/9775	CBG543	Hiring and Supporting a Neurodiverse Workforce	3	21	Three

Unit details

Title	Neurodiversity in the Workplace	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBG542	
Unit Reference No	R/650/9771	
Learn Direct Code	AA3	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand neurodiversity as a model for appreciating cognitive variation that is of relevance to the workplace.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by neurodiversity.	1.1. Explain what is meant by the concept and scope of the term neurodiversity. 1.2. Explain how the neurodiversity model differs from the traditional medical model of cognitive variation.	
2. Understand different types of neurodiversity and how social and environmental contexts can impact an individual's experience.	2.1. Explain the main diagnostic features of at least two types of neurodiversity including: a) the degree of variability across individuals b) how the term spectrum may be applied 2.2. Explain how perceived difficulties associated with a type of neurodiversity identified in AC 2.1 may be related to context rather than inherent to the individual. 2.3. Explain how one type of neurodiversity identified in AC 2.1 may positively impact an individual's success in a given context.	
3. Understand the relevance of the neurodiversity model to the workplace.	3.1. Explain the benefits of having a neurodiverse workforce for employers and employees where cognitive variation is embraced.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Learning Outcome	Neurodiversity in the Workplace - Content	
1. Understand what is meant by neurodiversity.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Contrasting the deficits-based medical model of cognitive variation to the neurodiversity model which understands cognitive variation as a natural part of human diversity supporting innovation, varied skillsets and strengths. • Exploring introductory research and case studies that demonstrate the benefits of neurodiverse teams for employers, society and neurodiverse individuals. • Exploring examples of how environment, systems and attitudes can disempower and disadvantage the individual rather than their neurodiversity. • Exploring introductory statistics on the underemployment of neurodiverse individuals and the negative impact of this. • Exploring the scope of the term neurodiversity, which includes autism, Tourette's, ADHD, bipolar disorder and more. • Understanding that the neurodiversity paradigm is still being developed and will evolve over time with input from neurodiverse individuals, thinkers, researchers and advocates. • A glossary of relevant terms, including the understanding that different individuals may prefer different terms. 	
2. Understand different types of neurodiversity and how social and environmental contexts can impact an individual's experience.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Exploring different types of neurodiversity through diagnostic criteria and case studies. Case studies will support understanding of the high degree of variability in how individuals experience many types of neurodiversity and will introduce the strengths-based perspective. • Exploring research and case studies highlighting the role of context in the performance and wellbeing of the individual, and how context may disadvantage and disempower the individual rather than their neurodiversity. • Exploring first-person accounts of the successes of neurodiverse individuals, analysing how their neurodiversity may have contributed to their success. • Exploring the concept of spectrum as it relates to certain types of neurodiversity and gaining an understanding of the degree of variability in how different types of neurodiversity are experienced. 	

3. Understand the relevance of the neurodiversity model to the workplace.

Scope

Teaching will cover:

- Understanding that a neurodiverse workforce refers to workforces that include individuals who have different ways of cognitively processing, working and interacting with others. This includes individuals who cognitively process in a way that is considered the norm by society and those who process differently.
- Understanding the embracement of cognitive variation in the context of a neurodiversity perspective understanding what it means to embrace cognitive variation from the perspective of the neurodiversity model in a work setting
- Exploring research and case studies demonstrating the benefits of having a neurodiverse workforce and changes that may be needed to facilitate this.
- Examining potential benefits including greater innovation, more productive workforce with less sickness and absence, more balanced teams with diverse skillsets, lower turnover, more inclusive productive society where individuals can achieve their potential, wellbeing and career satisfaction.
- Examining changes required including individual support from managers and neurodiversity awareness training for all staff and specialised training for managers.
- Exploring research and case studies focused on the benefits of approaching all individuals from a person-centred, strengths-based perspective and the importance of inclusion strategies, employer flexibility and reasonable adjustments to the work performance and wellbeing of all individuals.

Title	Hiring and Supporting a Neurodiverse Workforce
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG543
Unit Reference No	D/650/9775
Learn Direct Code	AA3
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to understand that different individuals work better in different conditions. The learner will understand that some working conditions may support the work performance, wellbeing and career development of individuals with particular types of neurodiversity, while others may create challenges. The learner will understand evidence-based strategies for supporting neurodiverse individuals at work and during the hiring process.</p>	
Learning Outcomes	Assessment Criteria
1. Understand how working conditions may create challenges and opportunities for neurodiverse individuals.	<p>1.1. Explain with two different examples how working conditions may create challenges and opportunities for neurodiverse individuals.</p> <p>1.2. Summarise the importance of the following in relation to neurodivergent individuals in the workplace:</p> <ul style="list-style-type: none"> a) recognising variability in challenges experienced b) use of inclusive communication including adjusting communication to meet individual needs
2. Understand the key legal requirements of employers to support neurodiverse employees and job candidates.	2.1. Explain the key legal requirements of employers in supporting neurodiverse employees and job candidates.
3. Understand best practice in the hiring of neurodiverse applicants.	3.1. Explain the impact of hiring practices on neurodiverse candidates including: <ul style="list-style-type: none"> a) at least two practices that may unfairly disadvantage neurodiverse candidates b) at least two best practice hiring methods that may support certain neurodiverse candidates to demonstrate their professional ability
4. Understand how employers and managers can support the work performance, career development and wellbeing of neurodiverse employees.	<p>4.1. Explain the difference between the terms diversity and inclusion with regard to the workplace.</p> <p>4.2. Explain at least three employer or management strategies to support the work performance, career development and wellbeing of neurodiverse employees.</p> <p>4.3. Summarise actions that may be taken to support the work performance, wellbeing and career development of a given neurodiverse employee or employees by one of the following:</p> <ul style="list-style-type: none"> a) senior manager b) line manager c) co-worker

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Learning Outcome	Unit Hiring and Supporting a Neurodiverse Workforce - Content	
1. Understand how working conditions may create challenges and opportunities for neurodiverse individuals.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Exploring research, case studies and personal experience relating to the challenges that different individuals, including individuals with different types of neurodiversity, can experience in typical work environments, working patterns, conditions and relationships. Examining case studies showing individual variation and different types of neurodiversity and how this impacts on preferences and needs. Examples covered in teaching should refer to at least two individuals who each experience a different type of neurodiversity. Opportunities or challenges should be directly related to the identified individual and type of neurodiversity; generalisations that combine different types of neurodiversity are not acceptable. Working conditions including any aspect of the work experience, such as physical workspace, management approaches, communication styles and mediums, or working patterns. Understanding the importance of inclusive communication in meetings as well as in one-to-one scenarios. 	
2. Understand the key legal requirements of employers to support neurodiverse employees and job candidates.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> An overview of key legislation relating to recruitment and employment of neurodiverse individuals (e.g. Disability Discrimination Act 1995). This will include: <ul style="list-style-type: none"> definition of disability per legislation definition of reasonable adjustments public sector and additional legislative requirements 	

<p>3. Understand best practice in the hiring of neurodiverse applicants.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Reviewing research and case studies on recruitment practices that may unfairly disadvantage neurodivergent candidates including: <ul style="list-style-type: none"> ○ traditional interview structures and scoring rubrics ○ lengthy job adverts with jargon and vague statements ○ artificial-intelligence-based aptitude/psychometric tests • Reviewing research and case studies on recruitment practices that can support neurodivergent candidates to demonstrate their ability for a role including: <ul style="list-style-type: none"> ○ applied skills- and knowledge-demonstrations/tasks as an alternative to interviews ○ developing precise and detailed job descriptions through job analysis ○ deriving interview tasks and recruitment selection criteria from clear, precise job description ○ where interviews are necessary, for example: <ul style="list-style-type: none"> ▪ providing interview questions in advance and asking all candidates if they need any assistance ▪ pausing in interviews to allow for response time ▪ ensuring interview scoring criteria do not include traits/skills extraneous to the core job requirements e.g. eye contact or presentation skills
<p>4. Understand how employers and managers can support the work performance, career development and wellbeing of neurodiverse employees.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • How diversity refers to recruiting individuals who come from diverse backgrounds, health conditions, identities, and experiences including neurodiversity. Inclusion refers to organisational policy, strategy and action that aims to accommodate and celebrate diverse populations (including neurodiverse individuals) rather than expecting these individuals to conform/adapt to unwritten norms and “standard” ways of working. • Reviewing research and case studies on diversity and inclusion including strategy and action. • Understanding employer or management strategies refers to a range of approaches, actions or sets of actions such as cultivating a culture of psychological safety, flexibility around working patterns, making reasonable accommodations, adapting management styles to individual needs or workplaces that include spaces for low sensory input as well as team-working. • Reviewing a range of strategies for supporting neurodiverse teams, including strategies specific to particular types of neurodiversity as well as more general principles. This will include the core principles underpinning these strategies of flexibility and accommodations, supporting everyone, not just those who identify as neurodiverse. The following will also be covered: <ul style="list-style-type: none"> ○ reasonable adjustments and best practice in this area ○ impact of management styles and approaches (e.g. individual support, flexibility, consideration) ○ training and awareness ○ communication ○ physical workspaces ○ psychological safety

	<ul style="list-style-type: none">• Understanding how to facilitate neurodiverse teams including implementing reasonable adjustments whilst maintaining confidentiality.• Support to research and assess the strategies and/or actions best suited to the context the learner has chosen for their action plan.
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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.

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