

Aim of the Drive for Life Level One Course

To give the participant a better understanding impact and consequences of being involved in crime and what is involved in being an active citizen in their community.

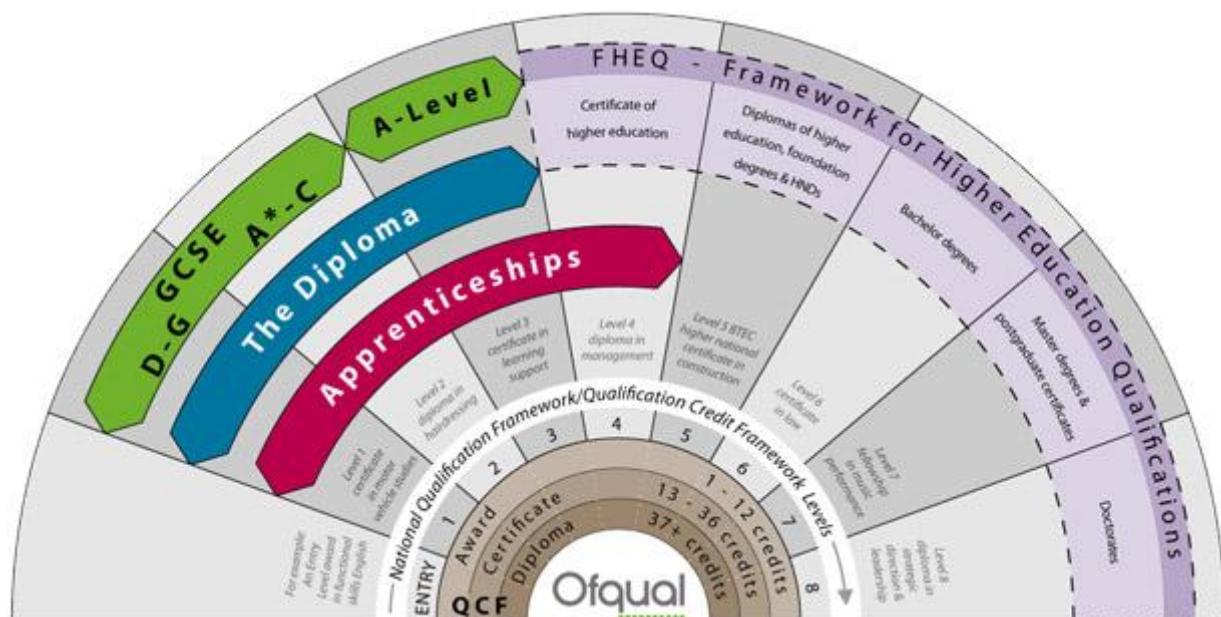
Objectives

By the end of the course participants will be able to:

1. Understand what is required to legally drive a car on the road.
2. Understand the process of learning to drive
3. Understand the legal requirements for cars on the road.
4. Understand the dangers of driving

What are Levels and Credits?

Open College Network Northern Ireland (OCN NI) is an Awarding Organisation recognised by the qualifications regulators in England and Northern Ireland (Ofqual). OCN NI qualifications are accredited by these public bodies. This ensures the quality and standards of all our qualifications.



Units

All units approved by OCN NI must meet a set of agreed national standards and are assigned a credit value and level. Units form the building blocks of all OCN NI qualifications.

Credit Value

A credit is a way of measuring and valuing your learning. A short course may consist of only one or two credits, whereas a longer course may offer 24 or more credits.

Levels

The level of the learning you have undertaken is similar to the level of study needed for other qualifications. Credits are awarded at nine different levels. The level given on the certificate for each unit you have achieved shows the stage you have reached in your learning.

Centre Support

Units form the building blocks of all OCN accredited provision which include the NOCN Qualifications. All units must be assigned a credit value and level. All units approved by OCN's must meet a set of agreed national standards. The units within OCN provision follow a technical specification established by the Qualifications & Curriculum Authority (QCA) and must specify the following:

- Title
- Credit Value (size)
- Level
- Learning Outcomes
- Assessment Criteria

Credit Value (size)

All units must be ascribed a credit value. This identifies the number of credits a learner can achieve through successful achievement of the unit. **One credit represents 10 hours of notional learning time and increase in size as follows:**

Credit Value	Notional Learning Time (hrs)
1	10
2	20
3	30
6	60
9	90
12	120

The credit value of a unit is derived from the learning time required by an average learner and is usually referred to as notional time.

Levels

Entry Level provides a basis for progression to other learning programmes within the framework.

Level One is comparable to NVQ1, Foundation GNVQ and GCSE grades D-G.

Level Two is comparable to NVQ2, Intermediate GNVQ and GCSE grades A*-C.

Level Three is comparable to NVQ3, A Level, AS Level and AV

Levels Explained Further

Level	Intellectual Skills and Attributes	Processes	Accountability
1	Employ a narrow range of applied knowledge and basic comprehension Demonstrate a narrow range of skills Apply known solutions to familiar problems Present and record information from readily available sources	Show basic competence in a limited range of predictable and structured contexts Utilise a clear choice of routine responses Co-operate with others	Exercise a very limited degree of discretion and judgment about possible actions Carry out responsibility for quality and quantity of output Operate under direct supervision and quality control
2	Apply knowledge with underpinning comprehension in a number of areas Make comparisons Interpret available information Demonstrate a range of skills	Choose from a range of procedures performed in a number of contexts, some of which may be non-routine Co-ordinate with others	Undertake directed activity with a degree of autonomy Achieve outcomes within time constraints Accept increased responsibility for quantity and quality of output subject to external quality checking

OCN Level 1 Drive for Life course and is worth 3 credits in total. Units as follows: -

1. Driver and Car Safety = 2 credits

Learning Outcomes and Assessment Criteria are on the following pages.

Title	Driver and Car Safety
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	PL3/1/NI/001
Unit Reference No	CAZ393

Unit purpose and aim(s): This unit will enable the learner to understand driver and car safety.

Learning Outcomes	Assessment Criteria
1. Understand what is required to legally drive a car on the road.	1.1. Outline the value of a driving licence and what is required to legally drive a car on the road. 1.2. Outline road hazards and Highway Code requirements.
2. Understand the process of learning to drive	2.1. Outline the process of learning to drive.
3. Understand the legal requirements for cars on the road.	3.1. Outline the legal requirements for cars and drivers. 3.2. Outline the impact of car modification. 3.3. Outline basic safety checks that should be performed on a car.
4. Understand the dangers of driving	4.1. Outline the impact of drink/drug driving and speeding 4.2. Outline the impact of adverse weather conditions

Assessment Guidance

The learner can produce one or more of the following assessment methods to cover the learning outcomes and assessment criteria:

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

	<p>count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p>	<p>Learner notes/written work Tutor notes/record Learner log/diary</p>
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Additional information about the unit

Unit review date*	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Unit grading structure	
Support for the unit from an SSC or other appropriate body (if required)	
Location of the unit within the subject/sector classification system	14.1
Name of the organisation submitting the unit	
Availability for use by* (Shared/restricted)	
Date from which the unit is available for use by learners (operational start date)	

The fields in the 'additional information about the unit' section marked with an asterisk (*) must be completed.

Malpractice and Maladministration Procedure

Causeway Rural & Urban Network takes seriously the issue of malpractice on the part of learners, trainers, and any other individuals involved in the provision of learning and training programmes.

Examples of learner malpractice may include:

- Misuse of assessment/examination material
- Bringing unauthorised material into an assessment/examination environment
- Obtaining or passing on assessment/exam-related information through talking or passing notes
- Copying from another learner
- Disruptive behaviour during the assessment/examination
- Impersonation pretending to be someone else, or arranging for someone else to undertake the assessment/examination in your place
- Breaching security of assessment/examination materials
- Failing to follow instructions provided by an assessor/invigilator
- Changing result statements or certificates
- Undermining the integrity of the assessment/examination

Examples of tutor/assessor malpractice may include:

- Failure to keep assessment/examination materials secure
- Moving the time or date of the assessment/examination without prior agreement of those concerned
- Failure to supervise the assessment/examination properly
- Helping learners to answer questions during the examination

Procedures for Reporting and Investigating Malpractice

Allegations of malpractice should be reported to **Causeway Rural & Urban Network** at the earliest possible opportunity.

If **Causeway Rural & Urban Network** discovers or is made aware of alleged malpractice, it will conduct a full investigation. Where appropriate, any relevant commissioning organisation will also be notified.

If an anonymous report of malpractice is made, it will only be investigated if sufficient evidence is provided, or if it is serious enough, to warrant investigation on the claim alone.

Individual/s being investigated for alleged malpractice will be informed of this in writing at the earliest possible opportunity. This notification should detail the nature of the malpractice for which they are being investigated and the possible consequences they may face should they be found guilty.

If **Causeway Rural & Urban Network** is accused of malpractice an independent investigator will be appointed to carry out the investigation. Any individual accused of malpractice must be given the opportunity to respond to any allegations made against them.

It is the responsibility of **Causeway Rural & Urban Network** to provide a written report. The report must contain, where appropriate:

Details of all the facts, details of any circumstances, and details of the investigation carried out to include:

- A written statement(s) from the person under investigation.

- A written statement(s) from all other persons involved.
- Details of any mitigating circumstances.
- Details of the conclusions as to whether and what malpractice is deemed to have taken place.

Causeway Rural & Urban Network will appoint an independent advisor to

- Review the report.
- Decide whether the correct procedures have been adhered to in conducting the investigation.
- Ensure that the individual accused of malpractice has had a fair chance to explain themselves.
- Review the conclusions of the report and agree/disagree with the findings.
- Discuss and agree appropriate penalties/actions.

Each case will be considered on an individual basis and with due regard to all the information given.

Causeway Rural & Urban Network will take action/impose penalties in order to:

- Prevent the individual/s from gaining an unfair advantage.
- Maintain the integrity of the assessment/examination and the confidence of the public in the awarding procedures.
- Deter others from attempting to do the same in the future.

Causeway Rural & Urban Network will decide the appropriate actions to take in relation to individuals found guilty of malpractice. The sanction/penalty imposed will reflect the severity of the malpractice. The following sanctions may be imposed:

- An official warning.
- Withdrawal of contract (in the case of associates/trainers/verifiers, etc.).
- Loss of part of the marks gained for the assessment/examination.
- Loss of all the marks gained for the assessment/examination.
- Disqualification from the whole qualification.
- Disqualification from all qualifications taken in that series.

If necessary, **Causeway Rural & Urban Network** may also report the case to other awarding bodies/organisations and/or the police.

For an a Malpractice and Maladministration Allegation Form please see your tutor as they will have a copy in their Trainers Folder or you can contact Michele @ CRUN on 70344934 or email amanda@crun.org.

Reasonable Adjustment and Special Consideration

Learners should be aware that there are procedures for Reasonable Adjustments and Special Consideration. If you feel that this applies to you, please explain your circumstances to your tutor immediately. CRUN will then appeal to OCN NI on the learners behalf. If you are not entirely happy with this procedure learners can, in exceptional circumstances, make requests direct to OCN NI by phoning or emailing the Compliance and Audit Team on 028 90463990 or emailing them at compliance@ocnni.org.uk.

Requests for reasonable adjustments should be submitted no later than 10 days before the assessment. Requests for special consideration should be submitted as soon as possible after the assessment and not later than 5 working days after the assessment. Requests for special consideration may only be accepted after the results of assessment have been released in the following circumstances:

- An application has been overlooked at the centre and the oversight is confirmed by the centre co-coordinator
- Medical evidence comes to light about a learner's condition that demonstrates that the learner must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment
- For onscreen assessments where results are immediately available.

If the application for special consideration is successful, the learner's performance will be reviewed in the light of available evidence. It should be noted that a successful application of special consideration will not necessarily change a learner's result.

How OCN NI will deal with requests

We will aim to respond to all requests within 72 hours of receipt. If we are unable to respond on the same day we will provide you with an estimated response date.

Definition of reasonable adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments are made to an assessment for a qualification to enable a disabled learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification, courses and units.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- Changing usual assessment arrangements: for example, allowing a learner extra time to complete the assessment activity
- Adapting assessment materials, such as providing materials in Braille
- Providing assistance during assessment, such as a British Sign Language interpreter or a reader
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner
- Changing the assessment method, for example from a written assessment to a spoken assessment
- Using assistive technology, such as screen reading or voice activated software
- Providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
- Providing and allowing different coloured transparencies with which to view assessment papers

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the programme. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work. OCN NI and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

Definition of special considerations

Special consideration can be applied after an assessment if there was a reason why the learner may have been disadvantaged during the assessment. For example, special consideration could apply to a learner who had temporarily experienced:

- An illness or injury
- Some other event outside of their control and which has had, or is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration should not give the learner an unfair advantage, nor should its use cause the user of the certificate to be misled regarding a learner's achievements. The learner's result must reflect his/her achievement in the assessment and not necessarily his/her potential ability. Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Centres should note that:

- Were an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a licence to practice, it may not be possible to apply special consideration.
- In some circumstances, for example for on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.

If you would like to talk about Reasonable Adjustments further or if you feel you are entitled to Reasonable Adjustment please contact Michele at CRUN on 7034 4934 or email michele@crun.org.