Qualification Specification for:

OCN NI Level 2 Certificate in Personal and Social Development
 ➢ **Qualification No: 610/3588/9**

Qualification Regulation Information

OCN NI Level 2 Certificate in Personal and Social Development
Qualification Number: 610/3588/9

Operational start date: 01 January 2024
Operational end date: 31 December 2028
Certification end date: 31 December 2030

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

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

Phone: 028 9046 3990
Web: **www.ocnni.org.uk**

Foreword

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

→ **OCN NI Level 2 Certificate in Personal and Social Development**

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

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
14.1 Foundations for learning and life

Qualification Aim
The OCN NI Level 2 Certificate in Personal and Social Development qualification has been designed to assist learners to further develop their own personal and social skills in order to improve growth in different aspects of life.

Qualification Objectives
The objectives of the OCN NI Level 2 Certificate in Personal and Social Development qualification is to enable learners to further develop personal and social skills in the areas of:

- assertiveness
- personal confidence and self-esteem
- mental health, well-being and building resilience
- stress management and understanding healthy lifestyles
- skills for decision making
- exploring cultural diversity
- eating disorders
- exploring feelings and emotions
- personal motivation
- prejudice and discrimination
- influences on body image
- taking part in an enterprise project
- understanding and dealing with bullying

Grading
Grading for this qualification is pass/fail.

Qualification Target Group
The OCN NI Level 2 Certificate in Personal and Social Development is targeted at learners who wish to further develop skills which will improve growth in different aspects of their career development and personal life.

Progression Opportunities
The OCN NI Level 2 Certificate in Personal and Social Development enables progression into the OCN NI Level 3 Certificate in Personal Development Skills.

Entry Requirements

There are no formal restrictions on entry though learners should be at least 14 years old.

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 2 Certificate in Personal and Social Development

In order to achieve the OCN NI Level 2 Certificate in Personal and Social Development the learner must complete 15 credits from any of the units below:

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

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
A/650/9387	CBG514	Assertiveness	1	8	Two
D/650/9388	CBG515	Eating Disorders	1	8	Two
F/650/9389	CBG516	Exploring Cultural Diversity	2	16	Two
K/650/9390	CBG517	Managing Feelings and Emotions	1	8	Two
L/650/9391	CBG518	Personal Confidence and Self-Esteem	3	24	Two
M/650/9392	CBG519	Personal Motivation	1	8	Two
R/650/9393	CBG520	Prejudice and Discrimination	2	16	Two
T/650/9394	CBG521	Skills for Decision Making	3	24	Two
Y/650/9395	CBG522	Stress Management Techniques	1	8	Two
A/650/9396	CBG523	Understanding Healthy Lifestyles	2	16	Two
D/650/9397	CBG524	Mental Health, Well-being and Building Resilience	3	24	Two
F/650/9398	CBG525	Influences on Body Image	1	8	Two
H/650/9399	CBG526	Taking Part in an Enterprise Project	3	24	Two
R/650/9400	CBG527	Understanding and Dealing with Bullying	2	16	Two
T/650/9401	CBG528	Improving Confidence and Self-Esteem	1	8	Two

Y/650/9402	CBG529	Managing Personal Finances	1	8	Two
A/650/9403	CBG530	Understanding and Preventing Sexually Transmitted Infections	1	8	Two
D/650/9404	CBG531	Understanding Behaviours Within Relationships	3	24	Two
F/650/9405	CBG532	Understanding Drugs and Substance Misuse	1	8	Two
H/650/9406	CBG533	Young People and Youth Justice	3	24	Two

Unit Details

Title	Assertiveness
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG514
Unit Reference No	A/650/9387
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand assertiveness and the benefits of assertive behaviour in given situations.

Learning Outcomes	Assessment Criteria
1. Understand assertiveness.	1.1. Describe what is meant by the term assertiveness. 1.2. Compare examples of the following behaviours: a) assertive b) passive c) aggressive
2. Understand how to be assertive.	1.1. Describe at least two benefits of being assertive. 1.2. Outline at least two situations where assertiveness could be used to achieve a desired outcome. 1.3. Describe the importance of self-control in social situations. 1.4. Identify at least two possible consequences of losing 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
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	Eating Disorders
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG515
Unit Reference No	D/650/9388
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand a range of eating disorders and relevant support services.

Learning Outcomes	Assessment Criteria
1. Understand a range of eating disorders.	1.1. Outline three types of eating disorders and the key signs and symptoms of each. 1.2. Describe the possible short-term and long-term effects on health of the eating disorders identified in AC1.1
2. Understand connections between food and emotions.	2.1. Describe four emotional states that might trigger unhealthy eating habits and appetite. 2.2. Outline two factors that may influence the development of Anorexia.
3. Know how to access information and support services related to eating disorders.	3.1. Describe three examples of support services related to eating disorders and how to access these.

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	Exploring Cultural Diversity
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG516
Unit Reference No	F/650/9389
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to explore cultural diversity within own community and understand how to promote community integration.

Learning Outcomes	Assessment Criteria
1. Be able to recognise cultural traditions in own region.	1.1. Describe four different cultural traditions in own region including specific cultural practices.
2. Understand racism and sectarianism.	2.1. Describe what is meant by racism and sectarianism. 2.2. Describe at least two examples of racism and at least two examples of sectarian behaviours and their impact on own local communities. 2.3. Compare strategies used by local communities to resolve contentious issues.
3. Understand diversity in relation to own community emerging from conflict.	3.1. Describe diversity in relation to a community emerging from conflict. 3.2. Illustrate how a community can address the past.
4. Understand the advantages of respecting diversity and how it can promote community integration.	4.1. Describe how respecting diversity may promote integrate communities. 4.2. Outline two 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
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	Managing Feelings and Emotions
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG517
Unit Reference No	K/650/9390
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand what is meant by feelings and emotions and how to manage these appropriately.

Learning Outcomes	Assessment Criteria
1. Understand what is meant by feelings and emotions.	1.1. Illustrate six examples of different feelings and emotions and how they may be expressed in two given social situations. 1.2. Describe how the expression of feelings and emotions can be perceived by others in a given situation.
2. Understand how to manage and respond to feelings and emotions.	2.1. Compare positive and negative emotional responses to a given situation. 2.2. Illustrate two strategies to manage own feelings of anger and two strategies to manage own feelings of sadness.

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	Personal Confidence and Self-Esteem
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG518
Unit Reference No	L/650/9391
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand how to build confidence and self-esteem.

Learning Outcomes	Assessment Criteria

1. Understand ways of building confidence and self-esteem.	1.1. Describe what is meant by the terms confidence and self-esteem and three factors impacting on each.
	1.2. Describe two ways of building confidence and self-esteem.
	1.3. Describe a situation when you have:
	   a) felt confident
	   b) lacked confidence
	1.4. Describe how confidence building strategies may be applied in two situations.
	1.5. Describe the impact of own behaviour and how it might influence others' perceptions.

2. Understand effective participation in social situations.	2.1. Describe three ways to participate effectively in social situations. 2.2. Describe two personal barriers to participating in social activities. 2.3. Illustrate three examples of behaviour which would be inappropriate in a social situation explaining why.
3. Be able to manage social stress.	3.1. Outline signs and symptoms of stress. 3.2. Describe two situations when you have felt stressed. 3.3. Illustrate three techniques that can help reduce stress.
4. Be able to set objectives to improve personal confidence and self-esteem.	4.1. Identify own short term goals which may improve confidence and self-esteem. 4.2. Assess progress towards achievement of goals identified in AC 4.1 identifying areas for improvement. 4.3. Describe how own 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
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	Personal Motivation
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG519
Unit Reference No	M/650/9392
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand own personal motivation and how it may be improved.

Learning Outcomes	Assessment Criteria

1. Understand motivation and its impact.	1.1. Define what is meant by the term motivation.
	1.2. Explain the following terms using one example for each:
	   a) intrinsic motivation
	   b) extrinsic motivation
	1.3. Describe how own lack of motivation may impact self and others in a given situation.

2. Understand levels of personal motivation.	2.1. Compare two situations from own personal experience to illustrate factors affecting your own:
	   a) low motivation
	   b) high motivation
	2.2. Develop a plan to improve own low motivation for situation identified in AC 1.3.

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	Prejudice and Discrimination
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG520
Unit Reference No	R/650/9393
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand what is meant by the terms prejudice and discrimination and how this can affect attitudes.

Learning Outcomes	Assessment Criteria
1. Understand prejudice and discrimination.	1.1. Describe what is meant by the terms prejudice and discrimination. 1.2. Outline the differences between the two terms prejudice and discrimination.
2. Understand stereotypical attitudes in relation to prejudice and discrimination.	2.1. Describe how attitudes are formed and how they may be challenged. 2.2. Describe three types of stereotypes outlining positive and negative factors of each.
3. Understand the consequences of prejudice and discrimination.	3.1. Outline ways in which prejudice may manifest itself. 3.2. Describe positive and negative consequences of given instances of prejudice and discrimination. 3.3. Describe how discrimination can lead to disadvantage.

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	Stress Management Techniques
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG522
Unit Reference No	Y/650/9395
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand the impact of stress and identify appropriate stress management techniques and support services.

Learning Outcomes	Assessment Criteria
1. Understand what is meant by stress.	1.1. Describe what is meant by the term stress and how stress can be experienced positively and negatively. 1.2. Describe five potential causes of stress.
2. Understand the impact of stress on an individual.	2.1. Describe at least four physical and four psychological impacts of negative stress on an individual.
3. Understand stress management techniques.	3.1. Illustrate four different stress management techniques that an individual can use in a given stress causing situation. 3.2. Summarise at least three support services available to an individual experiencing stress and how they can 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
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 Healthy Lifestyles
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG523
Unit Reference No	A/650/9396
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand healthy lifestyle choices and their importance for physical, mental and emotional well-being.

Learning Outcomes	Assessment Criteria
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. Define what is meant by a healthy lifestyle. 1.2. Outline at least three key components and benefits of a healthy balanced diet for physical and mental well-being.
2. Understand how exercise contributes to a healthy lifestyle and different types of exercise.	2.1. Describe how exercise contributes to good physical and mental health. 2.2. Compare three different types of exercise and their effectiveness in promoting holistic health.
3. Understand emotional and mental well-being.	3.1. Outline what is meant by emotional and mental well-being. 3.2. Describe how an appropriate work/life balance may promote emotional and mental well-being.
4. Be able to develop a plan to improve own lifestyle.	4.1. Assess two areas of own physical, mental health or emotional well-being that could be improved. 4.2. Develop a plan to improve the areas identified in the assessment carried out in AC 4.1 including use of relevant support and information services.

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	Mental Health, Well-being and Building Resilience
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG524
Unit Reference No	D/650/9397
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand mental health and well-being and how 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 the 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 own well-being and resilience.	4.1. Illustrate with examples how the following five ways to well-being may be used to improve own 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 own 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 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
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	Skills for Decision Making
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG521
Unit Reference No	T/650/9394
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand decision making skills and when assertiveness and self-control techniques can be used.

Learning Outcomes	Assessment Criteria
1. Understand decision-making methods.	1.1. Describe examples of each of the following decision making methods giving one advantage and one disadvantage of each: a) autocratic b) democratic c) consensual 1.2. Describe own personal decisions and choices in at least three different types of situations.
2. Be able to contribute positively to discussions.	2.1. Outline own and others' rights and responsibilities in a group situation. 2.2. Demonstrate how to contribute positively to both one to one and group discussions.
3. Know how to use negotiation skills that may contribute to achieving a desired outcome.	3.1. Illustrate how effective negotiation skills can be used to achieve a desired outcome.
4. Be aware of the benefits of self-control and assertiveness.	4.1. Describe two situations in which self-control and 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
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	Influences on Body Image
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG525
Unit Reference No	F/650/9398
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand the influences of media and history on body image.

Learning Outcomes	Assessment Criteria
1. Understand media influence on body image.	1.1. Explain what is meant by the term body image. 1.2. Compare three examples of positive and negative media influences on body image. 1.3. Outline four factors that may influence own body image.
2. Understand the impact of cultural and historical influences on body image.	2.1. Describe how culture and society can influence body image. 2.2. Illustrate three examples to show how the perception of beauty varies from culture to culture and how it has changed throughout history.

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	Taking Part in an Enterprise Project
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG526
Unit Reference No	H/650/9399
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to undertake an enterprise project and assess own contribution.

Learning Outcomes	Assessment Criteria

1. Know how to select an enterprise project for a particular target market.	1.1. Define the following terms:
	    a) enterprise
	    b) market research
	    c) target market
	1.2. Select an appropriate enterprise project from given options using market research to inform selection.
	1.3. Describe the enterprise project selected in AC 1.2 including reasons for selection including:
	    a) target market
	    b) main competitors
	    c) cost of producing product or service
	    d) pricing of product or service

2. Be able to use market products or services.	2.1. Describe at least four personal skills and qualities required to effectively market and sell products or services. 2.2. Describe at least three methods for marketing products or services. 2.3. Develop and use a marketing resource to market a product or service from the enterprise project selected in AC 1.3.
3. Be able to plan and implement an enterprise project and assess own performance.	3.1. Develop and implement an action plan to undertake the enterprise project selected in AC 1.2. 3.2. Identify two possible strengths and two possible weaknesses in your contribution to the enterprise project undertaken in AC 3.1. 3.3. Develop a plan for addressing possible weaknesses identified in AC 3.2 for future projects.

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 and Dealing with Bullying
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG527
Unit Reference No	R/650/9400
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand the impact of bullying and strategies to support those involved.

Learning Outcomes	Assessment Criteria
1. Understand the term bullying and its impact on the victim.	1.1. Define the term bullying. 1.2. Illustrate three different forms of bullying and their possible effects on the victim.
2. Know how use interventions to address bullying.	2.1. Describe two ways in which the self-esteem of a bullying victim may be raised. 2.2. Illustrate interventions that may assist with addressing bullying including: a) two focused on the bully b) two focused on the victim
3. Know where to access help and support.	3.1. Describe three sources of help and support for victims of bullying 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
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	Improving Confidence and Self-Esteem
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG528
Unit Reference No	T/650/9401
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand confidence and self-esteem issues and improvement strategies.

Learning Outcomes	Assessment Criteria

1. Understand confidence and how it may be improved for an individual.	1.1. Describe what is meant by being a confident person.
	1.2. Outline at least two benefits of self-confidence in each of the following situations:
	   a) personal relationships
	   b) the workplace
	1.3. Illustrate three strategies for building self-confidence.

2. Understand self-esteem and how it may be improved for an individual.	2.1. Compare how self-esteem and self-confidence might differ for a given individual. 2.2. Describe three factors that may affect self-esteem. 2.3. Illustrate at least two strategies for building 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
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	Managing Personal Finances
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG529
Unit Reference No	Y/650/9402
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand the process of planning and managing a personal budget, debt and savings.

Learning Outcomes	Assessment Criteria
1. Be able to develop a personal budget plan.	1.1. Illustrate a budget planner showing income and expenses for a given individual. 1.2. Outline three benefits of personal budget planning. 1.3. Develop a personal budget plan including own income and expenditure over a one week timeframe.
2. Understand the consequences of borrowing money.	2.1. Describe two advantages and two disadvantages of borrowing money. 2.2. Assess the full financial costs and two risks for an individual of using buy now pay later schemes. 2.3. Outline two consequences of debt on an individual.
3. Be aware of sources of support for individuals managing debt.	3.1. Identify two support services that assist individuals to manage debt.
4. Understand savings plans and accounts.	4.1. State two benefits of having a savings plan. 4.2. Compare different types of savings accounts and select the most appropriate for own circumstances giving reasons for selection.

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 and Preventing Sexually Transmitted Infections
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG530
Unit Reference No	A/650/9403
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand common sexually transmitted infections, the risks involved and where to seek help and advice in relation to sexual health.

Learning Outcomes	Assessment Criteria
1. Understand common Sexually Transmitted Infections (STIs) and associated risks.	1.1. Describe the signs and symptoms of the four most common STIs in the United Kingdom. 1.2. Identify four ways STIs can be transmitted from one person to another. 1.3. Describe two methods to reduce the risk of spread of STIs.
2. Understand treatment and support options for STIs and sexual health.	2.1. Describe the risks to women and men if the following STIs are left untreated: a) chlamydia b) gonorrhea c) HIV 2.2. Identify two health support services that provide sexual health checks or treatment of STIs 2.3. Describe two treatment options for STIs.

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 Behaviours within Relationships
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG531
Unit Reference No	D/650/9404
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand different types of interpersonal relationships and what is meant by unacceptable and acceptable behaviour within relationships.

Learning Outcomes	Assessment Criteria
1. Understand different types of interpersonal relationships and how feelings may impact on them.	1.1. Outline six different types of interpersonal relationships. 1.2. Compare two personal relationships and how your associated feelings with each affect your behaviours. 1.3. Describe the possible impact of two negative and two positive emotions on a relationship.
2. Understand appropriate behaviours within a relationship.	2.1. Outline what is meant by acceptable and unacceptable behaviour in a relationship. 2.2. Describe four key characteristics of a healthy relationship. 2.3. Describe three types of controlling behaviour within a relationship. 2.4. Illustrate one way to address unacceptable behaviour within a relationship.
3. Understand relationship support services available and how they can be accessed.	3.1. Describe relationship services offered by organisations in own region and how they can 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
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 Drugs and Substance Misuse
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG532
Unit Reference No	F/650/9405
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand drug and substance misuse, associated risks and sources of relevant support.

Learning Outcomes	Assessment Criteria

1. Understand drugs and substance misuse and associated risks.	1.1. Identify three legal and three illegal drugs.
	1.2. Illustrate the classification system of illegal drugs in the UK.
	1.3. Describe what is meant by the term substance abuse.
	1.4. Describe four reasons why people may misuse drugs and other substances.
	1.5. Outline two risks for each of the following when an individual abuses drugs:
	  a) the individual
	  b) individual's family
	  c) wider community
	1.6. Assess the impact of long term drugs and substance misuse on the following:
	  a) the individual
	  b) individual's family
	  c) wider community

2. Understand substance misuse help and support services available and how they can be accessed.	2.1. Describe substance misuse help and support services provided by two different organisations and how they can 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

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	Young People and Youth Justice
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG533
Unit Reference No	H/650/9406
Learn Direct Code	HB1

Unit purpose and aim(s): This unit will enable the learner to understand why young people get involved in crime and the associated consequences.

Learning Outcomes	Assessment Criteria
1. Understand why young people become involved in crime and the impact on offender and victims.	1.1. Describe at least three reasons why young people become involved in crime. 1.2. Describe the potential consequences for a young offender and their victim of the following crimes: a) burglary b) assault with a weapon
2. Understand the role of the Criminal/Youth Justice System.	2.1. Describe the role of Youth Justice System in the United Kingdom. 2.2. Illustrate the nine steps involved in the Youth Justice system.
3. Understand the services available in the youth justice sector and how they can be accessed.	3.1. Describe services offered by two different community based organisations for young people at risk of offending and how they can 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
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

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 Certificate in Personal and Social Development
Qualification Number: 610/3588/9

Operational start date: 01 January 2024
Operational end date: 31 December 2028
Certification end date: 31 December 2030

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

Phone: 028 9046 3990
Web: **www.ocnni.org.uk**