



Qualification Specification for:

**OCN NI Entry Level Award in Personal Success and Well-Being
(Entry 3)**

➤ Qualification No: 601/5331/3

**OCN NI Entry Level Certificate in Personal Success and Well-Being
(Entry 3)**

➤ Qualification No: 601/5332/5

Qualification Regulation Information

OCN NI Entry Level Award in Personal Success and Well-Being (Entry 3)

Qualification Number: 601/5331/3

Operational start date: 1 January 2015
Operational end date: 31 December 2027
Certification end date: 31 December 2028

OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3)

Qualification Number: 601/5332/5

Operational start date: 1 January 2015
Operational end date: 31 December 2027
Certification end date: 31 December 2028

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.

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Foreword

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

- **OCN NI Entry Level Award in Personal Success and Well-Being (Entry 3)**
- **OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3)**

This specification sets out:

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

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

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

Contents

About Regulation	5
OCN NI.....	5
Qualification Summary	6
Sector Subject Area	6
Qualifications' Aim.....	6
Grading	6
Qualification Target Group	6
Progression Opportunities.....	6
Entry Requirements.....	6
Qualification Support.....	6
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	13
Quality Assurance of Centre Performance.....	40
External Verification	40
Standardisation	40
Administration.....	41
Registration	41
Certification	41
Charges.....	41
Equality, Fairness and Inclusion.....	41
Retention of Evidence	41

About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

Qualification Summary

Sector Subject Area

14.1 Foundations for learning and life

Qualifications' Aim

The OCN NI Personal Success and Well-Being qualifications at Entry Level (E3) have been designed to support a balanced curriculum by assisting the learner with effective development in personal, social, health and well-being. They build on the broad objectives of the Northern Ireland Curriculum, aiming on empowering young people to achieve their potential and help them deal more effectively with personal and social issues that may affect their physical and mental health. These qualifications have been designed as a progressive route to the same OCN NI qualifications at Level 2.

Grading

Grading for these qualifications is pass/fail.

Qualification Target Group

The qualifications are targeted mainly at young people aged 14-19 but are also open to older learners who feel they could benefit from support with personal, social, health and well-being development.

Progression Opportunities

OCN NI offers the suite of qualifications in Personal Success and Well-Being at Entry, Level 1 and Level 2. All qualifications also enable progression to other areas of learning.

Entry Requirements

There are no formal restrictions on entry. Learners should however be at least 14 years old and have appropriate guidance about the demands of the specification before undertaking an Award or Certificate. If you wish to deliver any units to learners under 14 please seek guidance from OCN NI.

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

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

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

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

Assessors

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

Assessors must:

- be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience
- 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

Internal verifiers are required to:

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

Structure and Content

The tables below summarise the structures of these qualifications.

OCN NI Entry Level Award in Personal Success and Well Being (Entry 3)

In order to achieve an Award, learners must complete a total of 6 credits at Entry Level (Entry 3). A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Entry level (Entry 3).

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

OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3)

In order to achieve a Certificate, learners must complete a total of 13 credits at Entry level (Entry 3). A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Entry level.

Total Qualification Time (TQT) for this qualification: 130 hours
 Guided Learning Hours (GLH) for this qualification: 130 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
<i>Mandatory Group A</i>					
A/506/8946	CBB022	Understanding Equality and Diversity	10	1	Entry 3
T/506/8945	CBB021	Understanding Beliefs and Values	10	1	Entry 3
M/506/8944	CBB020	Prejudice and Discrimination	20	2	Entry 3
T/506/8931	CBB019	Exploring Cultural Diversity	20	2	Entry 3
<i>Mandatory Group B</i>					
F/506/8947	CBB032	Assertiveness	10	1	Entry 3
J/506/8948	CBB033	Improving Confidence and Self-esteem	10	1	Entry 3
L/506/8952	CBB039	Participating in a Personal Well-Being Enrichment Activity	10	1	Entry 3

J/506/8951	CBB038	Using Interpersonal Communication Skills	10	1	Entry 3
F/506/8950	CBB036	Exploring own Personal Identity	10	1	Entry 3
L/506/8949	CBB035	Personal Motivation	10	1	Entry 3
Mandatory Group C					
T/506/8959	CBB045	Understanding Drugs and Substance Misuse	10	1	Entry 3
K/506/8960	CBB046	Understanding Healthy Lifestyles	20	2	Entry 3
D/506/8955	CBB041	Exploring Environmental Issues	10	1	Entry 3
M/506/8958	CBB044	Personal Improvement through Sport	20	2	Entry 3
M/506/8961	CBB047	Understanding Sex and Relationships	20	2	Entry 3
K/506/8957	CBB043	Influences on Body Image	10	1	Entry 3
R/506/8953	CBB040	Eating Disorders	10	1	Entry 3
H/506/8956	CBB057	Stress Management Techniques	10	1	Entry 3
Mandatory Group D					
F/506/8964	CBB050	Understanding Individual Rights and Responsibilities	10	1	Entry 3
J/506/8965	CBB051	Understanding and Dealing with Bullying	20	2	Entry 3
T/506/8962	CBB048	Exploring Feelings and Emotions	10	1	Entry 3
A/506/8963	CBB049	Exploring Relationships	20	2	Entry 3
L/506/8966	CBB052	Understanding Teamwork Skills	20	2	Entry 3

<i>Mandatory Group E</i>					
K/506/8988	CBB056	Understanding the Decision Making Process	10	1	Entry 3
H/506/8987	CBB055	Understanding Peer Pressure	10	1	Entry 3
Y/506/8985	CBB053	Understanding Cyberbullying	10	1	Entry 3
D/506/8986	CBB054	Managing Risk	10	1	Entry 3

Unit Details

Title	Understanding Equality and Diversity	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB022	
Unit Reference No	A/506/8946	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand aspects of equality and diversity.		
Learning Outcomes		Assessment Criteria
1. Understand aspects of equality and diversity.	1.1. State what is meant by the terms equality and diversity. 1.2. Give examples of how diversity can benefit society. 1.3. Give examples of inequality in a range of situations. 1.4. Give examples of positive and negative stereotyping.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Beliefs and Values	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB021	
Unit Reference No	T/506/8945	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore own beliefs and values and how these may influence others.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by beliefs and values.	1.1. State what is meant by beliefs and values. 1.2. Identify beliefs and values for the following: a) self b) other people c) groups	
2. Recognise how values and beliefs can influence attitudes, opinions and behaviour.	2.1. State how own values and beliefs have influenced attitude/opinion and behaviour in a given situation. 2.2. State how the values and beliefs of a given group have influenced their attitudes/opinions and behaviour.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

99Title	Prejudice and Discrimination	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB020	
Unit Reference No	M/506/8944	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the terms prejudice and discrimination and recognise the value of Equal Opportunities legislation.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by the terms prejudice and discrimination.	1.1. State what is meant by the terms prejudice and discrimination.	
2. Understand prejudice and discrimination and the impact on individuals.	2.1. Give an example of a stereotype used in relation to race, gender, ability or sexuality. 2.2. Identify an effect of stereotyping on individuals.	
3. Recognise the consequences of prejudice and discrimination.	3.1. State positive and negative consequences of prejudice and discrimination and how they may 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

Title	Exploring Cultural Diversity	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB019	
Unit Reference No	T/506/8931	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore cultural diversity within own community and recognise how to promote community integration.		
Learning Outcomes		Assessment Criteria
1. Recognise cultural traditions in own region.	1.1. List cultural traditions in own region.	
2. Recognise racism and sectarianism.	2.1. State, with examples, what is meant by racism and sectarianism. 2.2. Give an example of how own community may resolve a contentious issue.	
3. Recognise how respecting diversity can promote community integration.	3.1. List ways to encourage respect and understanding between diverse cultural groups. 3.2. Give examples of how respecting diversity can integrate communities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Assertiveness	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB032	
Unit Reference No	F/506/8947	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand assertiveness. The learner will also be required to demonstrate assertive behaviour in a given situation.		
Learning Outcomes		Assessment Criteria
1. Understand assertiveness.	1.1. State what is meant by assertiveness. 1.2. State the difference between the following behaviours: a) assertive b) passive c) aggressive	
2. Understand how to be assertive.	2.1. List the benefits of being assertive. 2.2. Give an example of a situation where assertiveness could be used to achieve a desired outcome.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Improving Confidence and Self-Esteem	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB033	
Unit Reference No	J/506/8948	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand confidence and self-esteem issues and strategies for improvement.		
Learning Outcomes		Assessment Criteria
1. Understand confidence and how it may be improved for an individual.	1.1. State what is meant by the term confidence. 1.2. List the benefits of confident behaviour. 1.3. List ways to improve own confidence.	
2. Understand self-esteem and how it may be improved for an individual.	2.1. State what is meant by the term self-esteem. 2.2. List factors that may affect self-esteem. 2.3. List ways to improve own self-esteem.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Participating in a Personal Well-Being Enrichment Activity	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB039	
Unit Reference No	L/506/8952	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain knowledge and skills from participating in a personal well-being activity.		
Learning Outcomes		Assessment Criteria
1. Be able to participate in an enrichment activity to promote personal well-being.	1.1. State the aims and objectives of the activity. 1.2. Take part in an enrichment activity to promote personal well-being.	
2. Recognise the benefits of participating in an enrichment activity to promote personal well-being.	2.1. Identify own contribution to the agreed enrichment activity. 2.2. State the benefits of participating in an enrichment activity to promote personal well-being for self and others.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Using Interpersonal Communication Skills	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB038	
Unit Reference No	J/506/8951	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of effective interpersonal communication skills and how to apply these.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of effective interpersonal communication skills.	1.1. Define the following elements of effective communication and the importance of each: a) active listening b) reflective listening c) non-verbal communication 1.2. Identify possible barriers to communication.	
2. Be able to demonstrate effective interpersonal communication skills.	2.1. Demonstrate own effective interpersonal communication skills. 2.2. Identify one method which may be used to overcome a barrier to communication in a given situation.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Exploring own Personal Identity	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB036	
Unit Reference No	F/506/8950	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by personal identity and its relationship to self-esteem and confidence.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by personal identity.	1.1. State what is meant by personal identity. 1.2. List factors that contribute to own positive sense of self. 1.3. Give an example of how own positive personal identity can help contribute to society.	
2. Understand the relationship between self-esteem, confidence and personal identity.	2.1. State what is meant by self-esteem and confidence. 2.2. State the relationship between personal identity 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

Title	Personal Motivation	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB035	
Unit Reference No	L/506/8949	
<i>Unit purpose and aim(s):</i> 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. State what is meant by the term motivation. 1.2. List different factors that motivate people. 1.3. State the impact on self and others of a lack of motivation.	
2. Know how to improve own motivation.	2.1. State what motivates self in a range of situations. 2.2. State ways to improve own motivation.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Drugs and Substance Misuse	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB045	
Unit Reference No	T/506/8959	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of drug and substance misuse and associated risks.		
Learning Outcomes		Assessment Criteria
1. Understand drug and substance misuse and associated risks.		1.1. List legal and illegal drugs and other substances. 1.2. State why people may use substances legitimately. 1.3. State why people may misuse substances and associated risks. 1.4. List sources of support to substance misuse.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Healthy Lifestyles	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB046	
Unit Reference No	K/506/8960	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of a balanced diet and regular exercise and how it contributes to a healthy lifestyle.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. State the importance of a balanced diet to a healthy lifestyle.	
2. Understand how exercise contributes to a healthy lifestyle.	2.1. State with examples, how exercise contributes to a healthy lifestyle.	
3. Understand emotional and mental well-being.	3.1. State what is meant by emotional and mental well-being.	
4. Know how to take responsibility for own health and lifestyle.	4.1. Set a personal goal in relation to own health and lifestyle and how this can be achieved.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Exploring Environmental Issues	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB041	
Unit Reference No	D/506/8955	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore environmental issues and identify ways to protect the environment.		
Learning Outcomes		Assessment Criteria
1. Understand ways to protect the environment.	1.1. State the importance of a clean and safe environment for a healthy life. 1.2. Give an example of a local agency responsible for protecting the environment. 1.3. Give an example of a change to own lifestyle that can have a positive impact on the environment.	
2. Recognise an environmental issue.	2.1. Identify an environmental issue within own local area and possible ways it may be addressed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Personal Improvement Through Sport	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB044	
Unit Reference No	M/506/8958	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the benefits of taking part in sporting activities. The learner will also be required to participate in a sporting activity over a period of time.		
Learning Outcomes	Assessment Criteria	
1. Understand physical and emotional benefits of participating in sporting activities.	1.1. State the physical and emotional benefits of participating in sporting activities.	
2. Understand health and safety requirements when participating in sporting activities.	2.1. State the health and safety requirements relating to a range of sporting activities.	
3. Be able to participate in a sporting activity.	3.1. Identify a sport suitable to own particular needs. 3.2. Demonstrate skills in a sporting activity over a short period of time considering: a) following instructions b) appropriate dress and equipment c) time management d) warm up and cool down activities e) knowledge of rules, regulations and tactics f) health and safety guidelines before, during and after activity	
4. Be able to review own performance.	4.1. Identify own strengths and areas for improvement in a sporting activity.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Understanding Sex and Relationships	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB047	
Unit Reference No	M/506/8961	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of the range of sexual relationships and how to maintain good sexual health.		
Learning Outcomes		Assessment Criteria
1. Understand the range of sexual relationships and associated risks.	1.1. Give examples of different sexual relationships. 1.2. State what is meant by a consensual sexual relationship. 1.3. List the risks associated with a sexual relationship and how these can be minimised or avoided.	
2. Be aware of the law in relation to sex and sexuality.	2.1. Give an example of the law in relation to sex and sexuality.	
3. Understand how the body works in relation to sexual activity.	3.1. State three changes in both the male and female body that occur during sexual activity.	
4. Be aware of contraception methods.	4.1. State the main purpose of contraception. 4.2. List methods of contraception. 4.3. State sources of further information and support available.	
5. Know how to maintain good sexual health.	5.1. Identify a method of contraception that also provides protection from sexually transmitted infections (STIs). 5.2. State how to maintain good sexual health.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Influences on Body Image	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB043	
Unit Reference No	K/506/8957	
<i>Unit purpose and aim(s):</i> 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. State what is meant by body image. 1.2. List a range of media influences on own body image.	
2. Recognise the impact of cultural and historical influences on body image.	2.1. State the influence of society and culture on body image. 2.2. Give examples of images from different cultures and historical periods.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Eating Disorders	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB040	
Unit Reference No	R/506/8953	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of a range of eating disorders and the connection between food and emotion.		
Learning Outcomes		Assessment Criteria
1. Recognise a range of eating disorders.	1.1. Give an example of an eating disorder identifying: a) signs and symptoms b) short term effects on health c) long term effects on health	
2. Recognise connections between food and emotions.	2.1. State the connections between food and emotions and why abnormal eating habits may develop.	
3. Know how to access information and support services related to eating disorders.	3.1. Give an example of an information and support service related to eating disorders.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Stress Management Techniques	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB057	
Unit Reference No	H/506/8956	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of stress and identify appropriate stress management techniques.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by stress.	1.1. State what is meant by stress. 1.2. State possible causes of stress. 1.3. State how stress can be used positively and negatively.	
2. Understand the impact of stress on an individual.	2.1. Identify the impact of stress on an individual.	
3. Understand stress management techniques.	3.1. Give an example of a stress management technique. 3.2. List support services available to individuals experiencing stress.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Individual Rights and Responsibilities	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB050	
Unit Reference No	F/506/8964	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand their rights and responsibilities within society.		
Learning Outcomes		Assessment Criteria
1. Understand the rights and responsibilities of individuals.	1.1. Identify the rights and responsibilities of individuals. 1.2. Identify an individual right which is relevant to self. 1.3. Identify sources of support in relation to rights and responsibilities.	
2. Understand factors that affect an individual's rights and responsibilities.	2.1. List factors that can affect an individual's rights and responsibilities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding and Dealing with Bullying	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB051	
Unit Reference No	J/506/8965	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the effects of bullying.		
Learning Outcomes	Assessment Criteria	
1. Understand the terms victim and bullying.	1.1. State what is meant by the following terms: a) victim b) bullying 1.2. Give examples of different forms of bullying and its effects on the victim. 1.3. Identify the emotions that may be experienced by a bully when bullying.	
2. Recognise strategies for dealing with bullying.	2.1. Give example of interventions that may help the bully and the victim.	
3. Know where to access help and support.	3.1. List sources of help and support available.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Exploring Feelings and Emotions	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB048	
Unit Reference No	T/506/8962	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by feelings and emotions and how to manage these.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by feelings and emotions.	1.1. List a range of feelings and emotions and how they may be expressed in different situations.	
2. Understand how to manage and respond to feelings and emotions.	2.1. Give an example of a positive and negative response to a given situation. 2.2. Identify ways to manage own feelings and emotions.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Exploring Relationships	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB049	
Unit Reference No	A/506/8963	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand a range of relationships and associated behaviours.		
Learning Outcomes		Assessment Criteria
1. Understand different types of relationships.	1.1. Identify different types of relationships and their importance to self and others.	
2. Know how to behave appropriately in different relationships.	2.1. List the skills needed to develop and maintain relationships. 2.2. State the importance of trust within a relationship. 2.3. Identify positive and negative feelings and emotions within relationships.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Teamwork Skills	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB052	
Unit Reference No	L/506/8966	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand teamwork skills.		
Learning Outcomes	Assessment Criteria	
1. Understand teamwork.	1.1. State what is meant by the term teamwork. 1.2. List effective team working skills and qualities. 1.3. List the roles and responsibilities of team members.	
2. Know how to work within a team.	2.1. Identify a team goal and work with others to achieve this goal. 2.2. Identify what went well. 2.3. Identify any difficulties. 2.4. Identify at least one way to improve own team working in the future.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Understanding the Decision Making Process	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB056	
Unit Reference No	K/506/8988	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain knowledge of the decision making process and factors to be considered.		
Learning Outcomes		Assessment Criteria
1. Understand the decision making process.	1.1. List the process of decision making for individual to include: a) daily decisions b) life changing decisions	
2. Recognise the factors involved in the decision making process.	2.1. State factors to be considered in making a specific decision. 2.2. Outline the result of a decision and the way the decision was made. 2.3. State the consequences and possible outcomes of bad decisions.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Peer Pressure	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB055	
Unit Reference No	H/506/8987	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and recognise peer pressure and the affects that this has on young people.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by peer pressure.	1.1. State with example, what is meant by peer pressure.	
2. Recognise how peer pressure affects young people.	2.1. State the impact of positive and negative peer pressure on an individual's lifestyle. 2.2. State what can be done to limit negative peer pressure.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Cyberbullying	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB053	
Unit Reference No	Y/506/8985	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of Cyberbullying its effects and how to safeguard against it.		
Learning Outcomes		Assessment Criteria
1. Understand cyberbullying.	1.1. State, with examples, what is meant by cyberbullying.	
2. Understand the effects of cyberbullying.	2.1. List effects of cyberbullying. 2.2. State emotions associated with cyberbullying.	
3. Recognise sources of help and support for cyberbullying.	3.1. Give examples of help and support for those involved in cyberbullying.	
4. Know how to safeguard against cyberbullying.	4.1. State how an individual can safeguard against bullying on: a) social networking sites b) mobile phones and smart phones c) emails and chat rooms	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Managing Risk	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB054	
Unit Reference No	D/506/8986	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise of situations involving risk and possible strategies to manage risk.		
Learning Outcomes		Assessment Criteria
1. Recognise possible situations involving risk to self and others.	1.1. List possible situations that may involve risk to self and others. 1.2. Give an example of a situation where pressure could be used to influence others. 1.3. State reasons for own risk-taking.	
2. Know how to manage risk.	2.1. State the positive and negative aspects of risk and why it is important to manage these. 2.2. List possible ways to manage risk.	
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

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 Entry Level Award in Personal Success and Well-Being
(Entry 3)**

Qualification Number: 601/5331/3

**OCN NI Entry Level Certificate in Personal Success and Well-Being
(Entry 3)**

Qualification Number: 601/5332/5

Operational start date: 01 January 2015
Operational end date: 31 December 2027
Certification end date: 31 December 2028

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