



Qualification Specification for:

OCN NI Level 3 Certificate in Community Health Facilitation

➤ Qualification No: 603/4169/5

Qualification Regulation Information

OCN NI Level 3 Certificate in Community Health Facilitation

Qualification Number: **603/4169/5**

Operational start date: 01 March 2019
Operational end date: 28 February 2029
Certification end date: 28 February 2032

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification, and the certification end date is the last date by which learners must complete the qualification and claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

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Foreword

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

→ **OCN NI Level 3 Certificate in Community Health Facilitation**

This specification sets out:

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

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

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

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About Regulation

OCN NI

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

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.

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).

For further information about the RQF see:

<https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/>

Qualification Features

Sector Subject Area

1.3 Health and social care

This qualification relates to the following National Occupational Standards

<http://www.skillsforhealth.org.uk/standards/item/215-national-occupational-standards>

Qualification Aim

The OCN NI Level 3 Certificate in Community Health Facilitation has been designed to enable the learner to develop the skills and knowledge to work in areas supporting health improvement within communities.

Qualification Objectives

The objectives of the qualification are to enable learners to:

- understand the five key areas of health and well-being improvement
- understand the roles and responsibilities of the Community Health Facilitator
- understand the concepts of health and well-being and how to support individuals in overcoming barriers to accessing health and well-being information
- develop and implement a communication plan to promote health and well-being
- support individuals in developing their own health and well-being improvement plans
- be able to support individuals to maintain, review and evaluate progress towards health and well-being improvement plan goals

Grading

Grading for this qualification is pass/fail.

Qualification Target Group

This qualification is suitable for learners who are currently working in or have a desire to work as a Community Health Facilitator.

Progression Opportunities

The OCN NI Level 3 Certificate in Community Health Facilitation will allow learners to progress to other qualifications in the health and social care sector.

Entry Requirements

Learners must be a minimum of 18 years of age and have a good standard of English language to undertake this qualification, and it is expected that the learner will have an interest in the area of community health and well-being improvement.

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 the 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 at a higher level 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 at a higher level 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

Internal verifiers are required to:

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

Structure and Content

OCN NI Level 3 Certificate in Community Health Facilitation

Learners must successfully complete all units for a total of 23 credits.

Total Qualification Time (TQT) for this qualification: 230 hours

Guided Learning Hours (GLH) for this qualification: 161 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
K/617/4724	CBE390	Understanding the Five Key Areas of Health and Well-Being Improvement	50	5	Three
M/617/4725	CBE391	The Role and Responsibilities of the Community Health Facilitator	40	4	Three
T/617/4726	CBE392	Promoting Health and Well-Being	30	3	Three
A/617/4727	CBE393	Developing and Implementing a Community Communication Plan	40	4	Three
F/617/4728	CBE394	Supporting Individuals to Develop Own Health and Well-Being Improvement Plans	40	4	Three
J/617/4729	CBE395	Supporting Individuals to Achieve Health and Well-Being Improvement Plan Goals	30	3	Three

Unit Details

Title	Understanding the Five Key Areas of Health and Well-Being Improvement
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBE390
Unit Reference No	K/617/4724
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the five key areas of health and well-being improvement.	
Learning Outcomes	Assessment Criteria
1. Be aware of the five key areas of health and well-being improvement.	1.1 Summarise the five key areas of health and well-being improvement.
2. Understand the importance of physical activity on health and well-being.	2.1 Summarise the physical and psychological benefits of physical activity on health and well-being. 2.2 Explain the consequences of limited physical activity on health and well-being. 2.3 Explain the characteristics which may determine the appropriate level of physical activity for individuals. 2.4 Research and evaluate appropriate activity levels for at least three individuals with differing health issues. 2.5 Summarise instances when an individual should cease physical activity and seek medical advice. 2.6 Research at least three local fitness facilities or activities identifying how they may be accessed.
3. Understanding the role of nutrition and how it may contribute to a healthy lifestyle.	3.1 Explain what is meant by the term nutrition. 3.2 Explain how the following may contribute to a healthy lifestyle: a) a balanced diet b) the eat well plate c) good nutrition and portion control d) individualised calorie control 3.3 Summarise at least four specialised diets and the associated conditions they are used to treat.
4. Understand the health benefits of smoking cessation.	4.1 Summarise the potential impact that smoking has on the body. 4.2 Summarise the main health benefits of smoking reduction and cessation. 4.3 Research at least three smoking reduction and cessation support services and how they may be accessed.
5. Understand the health benefits of responsible alcohol consumption.	5.1 Summarise the potential physical, mental and social impact of alcohol misuse. 5.2 Explain the term binge drinking. 5.3 Explain the term unit in relation to alcohol and the recommended maximum weekly intake for both men and women.

6. Understand mental health resilience.	6.1 Explain what is meant by the term mental health resilience. 6.2 Explain with examples, the factors which comprise the model of mental health: a) promoting well-being b) building social capital c) developing psychological coping strategies 6.3 Explain how individuals may positively and/or negatively react to change. 6.4 Explain how to support individuals to overcome a negative reaction to change.
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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

Title	The Role and Responsibilities of the Community Health Facilitator	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE391	
Unit Reference No	M/617/4725	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the roles and responsibilities of the Community Health Facilitator.		
Learning Outcomes	Assessment Criteria	
1. Understand the role, limitations and support available for a community health facilitator.	1.1 Summarise the role and competence required of a community health facilitator including: <ul style="list-style-type: none"> a) limitations of role b) consequences of acting beyond competence 1.2 Summarise when it is appropriate to refer matters outside of own role or competence and where to seek advice, support and guidance.	
2. Understand legislation and the importance of procedures relating to the role of the community health facilitator.	2.1 Summarise the legislation that relates to the role of a community health facilitator within own jurisdiction. 2.2 Explain the importance of the following to the community health facilitator and their clients: <ul style="list-style-type: none"> a) confidentiality b) equality, diversity and anti-discriminatory practice c) assessing and managing risks d) appropriate systematic, accurate and factual data collection, and e) data storage and retrieval systems 	
3. Know how to collect accurate information on clients to inform planning and evaluation.	3.1. Explain issues around handling confidential and sensitive client information. 3.2. Record client information in a systematic and accurate way to inform planning and evaluation.	
4. Be able to manage own time effectively.	4.1. Explain the importance of effective time management. 4.2. Plan and agree working arrangements with project coordinator or manager. 4.3. Complete records of work activities reviewing progress against agreed outcomes.	
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 notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	learner's progression through the course	
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

Title	Promoting Health and Well-Being	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE392	
Unit Reference No	T/617/4726	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the concepts of health and well-being and how to support individuals in overcoming barriers to accessing health and well-being information.		
Learning Outcomes	Assessment Criteria	
1. Understand health and well-being and how it links to lifestyle.	1.1. Explain what is meant by the terms health and well-being and lifestyle. 1.2. Analyse the links between health and well-being and lifestyle.	
2. Understand factors which impact on health and well-being and support services available.	2.1. Analyse the factors which impact on an individual's health and well-being. 2.2. Research the support services that assist individuals to improve their health and well-being.	
3. Be able to promote health literacy and health and well-being improvement.	3.1. Explain what is meant by the term health literacy. 3.2. Summarise barriers individuals may encounter when accessing health and well-being support. 3.3. Explain commonly used terms within the five key areas for health and well-being improvement. 3.4. Demonstrate how to promote the understanding of the five key areas for health and well-being improvement to individuals and inclusion of these in their health and well-being improvement plans.	
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

Title	Developing and Implementing a Community Communication Plan	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE393	
Unit Reference No	A/617/4727	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to develop and implement a community communication plan to promote health and well-being.		
Learning Outcomes		Assessment Criteria
1. Know how to develop working relationships within communities.	1.1. Analyse potential barriers which may arise when developing working relationships within communities. 1.2. Summarise mechanisms for referring matters beyond the remit of a Community Health Facilitator. 1.3. Explain the importance of and demonstrate the following when working with communities: a) respecting others b) maintaining contact c) effective reporting mechanisms d) fulfilling obligations	
2. Know how to develop a community communication plan to connect with appropriate people to promote health and well-being.	2.1. Explain the benefits and importance of making contact with individuals, organisations and groups to promote health and well-being. 2.2. Develop a community communication plan to promote health and well-being including: a) identification of suitable individuals, organisations and/or groups b) using appropriate communication methods and styles c) role of a community health facilitator	
3. Be able to implement a community communication plan to connect with individuals.	3.1. Implement a community communication plan to target individuals demonstrating the following: a) establishing ground rules b) promoting effective and open one to one communication c) establishing one to one contact where appropriate d) selecting appropriate environment e) maintaining own and other's safety and confidentiality f) addressing communication barriers which may arise	
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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	A collection of documents containing work that shows the learner's progression through the course	
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

Title	Supporting Individuals to Develop Own Health and Well-Being Improvement Plans	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE394	
Unit Reference No	F/617/4728	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to support individuals in developing their own health and well-being improvement plans.		
Learning Outcomes	Assessment Criteria	
1. Know how to support individuals in identifying how their health and well-being may be improved.	1.1 Explain how to support individuals in identifying how their own health and well-being may be improved including: a) health and well-being assessment b) identifying changes needed to improve their health and well-being c) using behavioural and motivational change techniques with the individual d) identifying potential barriers and ways of addressing them	
2. Be able to support individuals in the development of their personal health and well-being improvement plans.	2.1. Demonstrate how to support individuals in the development of their personal health and well-being improvement plans including: a) identifying Specific Measurable Achievable Relevant and Timely (SMART) goals b) identifying support available including individuals, agencies, services and facilities	
3. Be able to support individuals in initiating their health and well-being improvement plans.	3.1. Demonstrate how to support individuals in initiating their health and well-being improvement plans including: a) using strategies to promote confidence and motivation to bring about change if required b) establishing a review process addressing difficulties as and when required	
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

Title	Supporting Individuals to Achieve Health and Well-Being Improvement Plan Goals	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE395	
Unit Reference No	J/617/4729	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to support individuals to maintain, review and evaluate progress towards health and well-being improvement plan goals.		
Learning Outcomes	Assessment Criteria	
1. Be able to support individuals to review and record progress towards health and well-being improvement plan goals.	1.1 Demonstrate how to support individuals to review and record progress towards health and well-being improvement plan goals including: a) agreeing how progress will be monitored and recorded b) recording and reviewing progress against goals c) providing feedback and support d) using strategies to improve motivation e) recognising individuals' achievements	
2. Be able to support individuals in evaluating own health and well-being improvement plans.	2.1 Demonstrate how to support individuals in evaluating own health and well-being improvement plans including: a) managing setbacks and their impact on the plan b) evaluating the effects of the changes c) taking responsibility for maintaining plan goals d) identifying additional goals	
3. Be able to work within own competence and role.	3.1 Maintain accurate and complete records of work with individuals. 3.2 Report problems and concerns to an appropriate manager and/or supervisor. 3.3 Explain the potential consequences of working outside own role and competence. 3.4 Provide reports in a secure and confidential manner to an appropriate manager and/or supervisor to assist evaluation and future planning.	
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

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Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

The External Verifier will review the delivery and assessment of the qualifications. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

Administration

Registration

A centre must register learners within 20 working days of commencement of a qualification.

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges

OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

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