Qualification Specification for:

OCN NI Level 3 Award in Employability and Professional Development Skills
  ➢ **Qualification No: 603/4355/2**

OCN NI Level 3 Certificate in Employability and Professional Development Skills
  ➢ **Qualification No: 603/4356/4**

OCN NI Level 3 Diploma in Employability and Professional Development Skills
  ➢ **Qualification No: 603/4357/6**

Qualification Regulation Information

OCN NI Level 3 Award in Employability and Professional Development Skills
Qualification Number: 603/4355/2

OCN NI Level 3 Certificate in Employability and Professional Development Skills
Qualification Number: 603/4356/4

OCN NI Level 3 Diploma in Employability and Professional Development Skills
Qualification Number: 603/4357/6

Operational start date: 15 April 2019
Operational end date: 30 June 2029
Certification end date: 30 June 2032

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

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

OCN NI Contact Details

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Foreword

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

→ **OCN NI Level 3 Award in Employability and Professional Development Skills**
→ **OCN NI Level 3 Certificate in Employability and Professional Development Skills**
→ **OCN NI Level 3 Diploma in Employability and Professional Development Skills**

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.

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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.

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).

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Qualification Features

Sector Subject Area
14.2   Preparation for work

UCAS Tariff
The OCN NI Level 3 Award in Employability and Professional Development Skills qualification is recognised by UCAS, with 8 points allocated.

The OCN NI Level 3 Certificate in Employability and Professional Development Skills qualification is recognised by UCAS, with 16 points allocated.

The OCN NI Level 3 Diploma in Employability and Professional Development Skills qualification is recognised by UCAS, with 32 points allocated. The allocation to the Diploma is comparable to a Grade C at A Level.

Qualifications' Aim
These qualifications have been designed to provide learners with a range of employability and professional development skills, which promote self-confidence, self-esteem and motivation.

Qualifications' Objectives
The objectives of the qualifications are to assist learners in acquiring the skills, attributes, behaviours and values that are needed to enter and succeed in the world of work.

The qualifications provide flexibility and choice in the delivery of units providing learners with the opportunity to gain skills and knowledge in the areas most relevant to them.

Grading
Grading for these qualifications is pass/fail.

Qualification Target Group
These qualifications are targeted at individuals who are:

- in full-time or part-time education and/or training
- entering or seeking employment
- already in employment and wish to improve their employability and professional development skills

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Progression Opportunities

The OCN NI Level 3 Award/Certificate/Diploma in Employability and Professional Development Skills allows for progression within the suite and to further learning in this area and/or into employment.

NI Entitlement Framework

The Department of Education sets out the minimum number and range of courses a school should offer at Key Stage 4 and Post-16. The Entitlement Framework (EF) is the Post-14 curriculum which puts the needs of pupils first. It aims to provide access for pupils to a broad and balanced curriculum to enable them to reach their full potential no matter which school they attend or where they live.

The Entitlement Framework is designed to ensure equity and access to educational opportunities for all learners and enables schools to offer a broad and balanced, economically relevant curriculum to meet the needs and aspirations of all pupils. It will guarantee that all pupils have access to a minimum number of courses at Key Stage 4 and Post-16, of which at least one third must be general and one third applied.

The OCN NI Level 3 Diploma in Employability and Professional Development Skills has been approved by the Department of Education and added to the NIEFQAN file.

For further information visit: https://www.education-ni.gov.uk/articles/qualifications

Entry Requirements

There are no formal entry requirements although learners should be at least 16 years of age.

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (https://www.ocnni.org.uk/my-account/), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

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.

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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 qualifications should be occupationally competent and have a minimum of one year's relevant experience in this area.

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 in the subject area
- 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

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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

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Structure and Content

OCN NI Level 3 Award in Employability and Professional Development Skills

In order to achieve the Level 3 Award learners must complete a minimum of 8 credits from the optional units below.

Total Qualification Time (TQT) for this qualification: 80 hours
Guided Learning Hours (GLH) for this qualification: 56 hours

OCN NI Level 3 Certificate in Employability and Professional Development Skills

In order to achieve the Level 3 Certificate learners must complete a minimum of 26 credits from the optional units below.

Total Qualification Time (TQT) for this qualification: 260 hours
Guided Learning Hours (GLH) for this qualification: 182 hours

OCN NI Level 3 Diploma in Employability and Professional Development Skills

In order to achieve the Level 3 Diploma learners must complete a minimum of 52 credits from the optional units below.

Total Qualification Time (TQT) for this qualification: 520 hours
Guided Learning Hours (GLH) for this qualification: 364 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	GLH	Level
L/617/5445	CBE429	Anti-Bullying Awareness	30	3	21	Three
H/650/1387	CBF682	Application and Interview Processes	60	6	42	Three
H/617/5449	CBE430	Developing a Personal Statement	20	2	14	Three
Y/617/5450	CBE431	Developing Effective Time Management Skills	20	2	14	Three
D/617/5451	CBE432	Food Nutrition and Healthy Eating	30	3	21	Three
H/617/5452	CBE433	Health and Safety Procedures in the Workplace	20	2	14	Three

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K/617/5453	CBE434	Improving Presentation Skills	30	3	21	Three
M/617/5454	CBE435	Innovation and Enterprise	60	6	42	Three
T/617/5455	CBE436	Managing a Project	20	2	14	Three
A/617/5456	CBE437	Mental Health, Well-being and Building Resilience	30	3	21	Three
F/617/5457	CBE438	Online Safety	30	3	21	Three
J/617/5458	CBE439	Participating in a Faith-Based Enrichment Activity	30	3	21	Three
L/617/5459	CBE440	Personal Action Planning and Self Evaluation	30	3	21	Three
F/617/5460	CBE441	Personal Career Portfolio	40	4	28	Three
J/617/5461	CBE442	Personal Study Skills	60	6	42	Three
L/617/5462	CBE443	Report Writing	20	2	14	Three
R/617/5463	CBE444	Research Skills	30	3	21	Three
J/650/1388	CBF683	Road Safety and the Highway Code	60	6	42	Three
Y/617/5464	CBE445	Stress and Stress Management Techniques	30	3	21	Three
D/617/5465	CBE446	Substance Awareness	40	4	28	Three
H/617/5466	CBE447	Take Part in Community Volunteering	60	6	42	Three
K/617/5467	CBE448	Team Leading Skills	30	3	21	Three
M/617/5468	CBE449	Teamwork and Collaboration Skills	20	2	14	Three
T/617/5469	CBE450	Understanding Child Protection	40	4	28	Three
K/650/1389	CBF684	Understanding Coercive and Controlling Behaviour	40	4	28	Three
R/650/1390	CBF685	Understanding Consent Within Relationships	30	3	21	Three
K/617/5470	CBE451	Understanding Job Market Trends	40	4	28	Three
M/617/5471	CBE452	Using Social Media in Business	40	4	28	Three
T/617/5472	CBE453	Work Experience Placement	60	6	42	Three
D/650/2609	CBF814	Design Thinking	60	6	42	Three

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Unit Details

Title	Anti-Bullying Awareness
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE429
Unit Reference No	L/617/5445

Unit purpose and aim(s): This unit will enable the learner to understand the different forms bullying can take and how it may be addressed.

Learning Outcomes	Assessment Criteria
1. Understand the term bullying.	1.1. Explain what is meant by the term bullying.
2. Understand the different forms bullying may take and the possible impact.	2.1. Critically compare at least three different forms of bullying and the possible impact on: a) the bullier b) the bullied 2.2. Analyse factors which may influence why an individual may demonstrate bullying behaviour.
3. Know how bullying behaviours may be addressed.	3.1. Critically evaluate at least three ways that bullying behaviours may be addressed. 3.2. Evaluate how own school / organisation addresses bullying and recommend any areas for improvement. 3.3. Summarise services that may provide support on bullying.

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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Title	Application and Interview Processes
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF682
Unit Reference No	H/650/1387

Unit purpose and aim(s): This unit will enable the learner to understand different application and interview processes. The learner will also be required to take part in an interview and evaluate their own performance.

Learning Outcomes	Assessment Criteria

1. Understand the application and interview selection process.	1.1. Summarise different application processes.
	1.2. Summarise the purpose of the following documents within an application pack:
	  a) job description
	  b) person specification
	  c) application form
	1.3. Explain how a candidate can use both a job description and person specification to enhance own application form.
	1.4. Explain the interview selection process for different jobs, training programmes or courses following the completion of an application form.
	1.5. Explain how interview candidates may be assessed during interviews.

2. Be able to complete an application form.	2.1. Complete an application form accurately in relation to your academic and/or professional development. 2.2. Evaluate your application form completed in AC 2.1 identifying areas for improvement.
3. Understand how to prepare for different types of interviews.	3.1. Summarise different types of interviews. 3.2. Summarise why it is important to create a positive first impression at an interview and how this may be achieved. 3.3. Describe how to prepare effectively for different types of interviews. 3.4. Summarise how you would respond to at least four common interview questions.

4. Be able to prepare and take part in an interview.	4.1. Prepare for an interview including a short presentation on a given subject
	4.2. Present and conduct self appropriately in an interview using the following:
	  a) verbal and non-verbal communication
	  b) presentation skills
	  c) technologies
	4.3. Evaluate own performance of interview carried out in AC4.2 and develop a plan for improvement.

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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**
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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

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Title	Developing a Personal Statement
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBE430
Unit Reference No	H/617/5449

Unit purpose and aim(s): This unit will enable the learner to develop skills in writing a personal statement for a job role, further or higher education course.

Learning Outcomes	Assessment Criteria
1. Be able to prepare and write a personal statement.	1.1. Research possible opportunities available in chosen job role, further or higher education course. 1.2. Explain the purpose and key elements of a personal statement. 1.3. Summarise the key requirements to be included in own personal statement on selection of a job role, further or higher education course. 1.4. Produce a personal statement including own skills, educational experience and strengths in relation to chosen job role, further or higher education course.

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
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Title	Developing Effective Time Management Skills
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBE431
Unit Reference No	Y/617/5450

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of time management and techniques for improving own time management.

Learning Outcomes	Assessment Criteria
1. Understand good time management and how it may be implemented.	1.1. Explain the benefits of good time management and practices. 1.2. Evaluate techniques and tools which may promote good time management.
2. Be able to use techniques and tools to plan own use of time.	2.1. Evaluate how own use of time may be improved. 2.2. Develop and implement own time management plan for a given period.
3. Know how to improve own time management.	3.1. Review the implementation of own time management plan. 3.2. Produce an action plan to identify how own time management may be improved.

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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Title	Food Nutrition and Healthy Eating
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE432
Unit Reference No	D/617/5451

Unit purpose and aim(s): This unit will enable the learner to understand food nutrition and the relationship between food and health.

Learning Outcomes	Assessment Criteria
1. Understand the function of food and the basic principles of digestion and absorption.	1.1. Illustrate the main functions and components of food and their importance in everyday diets. 1.2. Illustrate the basic principles of digestion and absorption.
2. Understand the relationship between food and health.	2.1. Explain the concept of a balanced diet. 2.2. Assess different types of diet and these impact on health.
3. Understand the principles of weight control.	3.1. Summarise the principles of: a) fat weight loss b) lean weight gain c) weight maintenance 3.2. Explain the links between exercise and weight control.
4. Understand why and how a balanced diet is required to maximise performance.	4.1. Explain why a balanced diet is required to maximise performance. 4.2. Design a balanced diet to maximise performance in a given activity.
5. Understand how to promote healthy eating.	5.1. Summarise with examples at least three ways to promote healthy eating and evaluate their impact.

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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Title	Health and Safety Procedures in the Workplace
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBE433
Unit Reference No	H/617/5452

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of health and safety procedures in the workplace.

Learning Outcomes	Assessment Criteria
1. Understand the requirements of health and safety law procedures in the workplace.	1.1. Summarise the importance of health and safety law procedures in the workplace. 1.2. Summarise relevant health and safety legislation for a chosen workplace.
2. Know how to improve health and safety in the workplace.	2.1. Summarise the importance of risk assessment procedures in the workplace. 2.2. Carry out a risk assessment of a chosen workplace activity and implement any recommendations. 2.3. Evaluate how own health and safety practices may be improved.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

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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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Title	Improving Presentation Skills
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE434
Unit Reference No	K/617/5453

Unit purpose and aim(s): This unit will enable the learner to develop effective presentation skills.

Learning Outcomes	Assessment Criteria
1. Be aware of the key skills required for effective presentations.	1.1. Evaluate the key skills required for effective presentations.
2. Be able to plan to improve own presentation skills.	2.1. Assess own strengths and weaknesses in presenting information identifying areas for improvement. 2.2. Develop and implement a plan to improve own presentation skills.
3. Be able to present and deliver information on a chosen topic.	3.1. Select prepare and present information on chosen topic taking account of the context and audience. 3.2. Present information in draft form and use feedback to improve presentation skills making appropriate amendments. 3.3. Deliver presentation ensuring the correct use of: a) clear language b) appropriate vocabulary c) structure and sequencing d) tone and pace e) appropriate examples

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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Title	Innovation and Enterprise
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBE435
Unit Reference No	M/617/5454

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of what makes an enterprise successful and how businesses can promote innovation. Learners will also be required to plan/implement and review an enterprise project.

Learning Outcomes	Assessment Criteria
1. Understand business innovation.	1.1. Explain what is meant by the term innovation 1.2. Explain the importance of innovation in business and how it may be promoted.
2. Know about successful enterprises.	2.1. Explain what makes an enterprise successful. 2.2. Evaluate the skills needed to be a successful entrepreneur.
3. Be able to generate and select ideas for an enterprise project.	3.1. Create a shortlist of ideas for an enterprise project and evaluate the viability of each. 3.2. Justify the final choice of enterprise project.
4. Be able to produce a business plan for an enterprise project.	4.1. Summarise the headings and layout of a business plan. 4.2. Create a business plan for the chosen enterprise project. 4.3. Prepare a budget for the enterprise project. 4.4. Develop an action plan for completion of own activities. 4.5. Explain how customer service will be a factor in the project.
5. Be able to carry out an enterprise project.	5.1. Create marketing materials to promote the enterprise project. 5.2. Implement the enterprise project. 5.3. Monitor the progress of the enterprise project, making adjustments where necessary.
6. Be able to review an enterprise project.	6.1. Critically compare the outcomes of the enterprise project against the business plan. 6.2. Explain ways the project could have been improved. 6.3. Evaluate own contribution to the enterprise project.

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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

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21

Title	Managing a Project
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBE436
Unit Reference No	T/617/5455

Unit purpose and aim(s): This unit will enable the learner to plan, monitor and evaluate a project.

Learning Outcomes	Assessment Criteria
1. Know how to plan a project.	1.1. Produce a Specific Measurable Achievable Relevant and Timebound (SMART) action plan to deliver a project including aims and purpose.
2. Be able to monitor the progress of a project.	2.1. Assess and monitor the progress of a project identifying new targets where necessary.
3. Be able to evaluate the project.	3.1. Evaluate the strengths and weaknesses of the project and implement any improvements.

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

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22

Title	Mental Health, Well-being and Building Resilience
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE437
Unit Reference No	A/617/5456

Unit purpose and aim(s): This unit will enable the learner to understand mental health and well-being and be able to build resilience.

Learning Outcomes	Assessment Criteria
1. Understand what is meant by good mental health, well-being and resilience.	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. Explain three positive and three negative emotions and possible causes of each. 2.2. Explain how emotions may positively and negatively impact on well-being. 2.3. Illustrate with at least two examples how emotions may be managed to promote well-being. 2.4. Summarise 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. Evaluate the link connecting positive communication between individuals and good mental health, well-being and resilience.
4. Understand how to improve well-being and resilience.	4.1. Illustrate with at least two examples how each of the following five ways to well-being may be used to improve well-being and resilience: a) connect b) keep learning c) be active d) take notice e) give to others 4.2 Summarise and apply at least three tools or techniques that may be used to improve well-being and resilience.
5. Understand how to access mental health and well-being advice and support.	5.1. Research at least three sources of advice and support 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

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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

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24

Title	Online Safety
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE438
Unit Reference No	F/617/5457

Unit purpose and aim(s): This unit will enable the learner to understand the importance of online safety, how it may be improved and associated legislation and regulation.

Learning Outcomes	Assessment Criteria
1. Understand the importance of online safety.	1.1. Explain the importance of online safety for different users.
2. Understand how technology is used to communicate.	2.1. Critically evaluate the effectiveness of different technologies for communication purposes.
3. Know how to keep safe when communicating online.	3.1. Summarise potential risks when communicating online and possible strategies to minimise these.
4. Understand the impact of online behaviour.	4.1. Illustrate the impact of positive and negative online behaviour on self and others.
5. Understand legislation and regulations relating to online communication.	5.1. Summarise how legislation contributes to the regulation of online communication. 5.2. Explain how personal information may be used inappropriately. 5.3. Evaluate ways in which different websites regulate the communication of their users.
6. Understand rating symbols and content descriptors for video games and mobile applications.	6.1. Explain the process for determining rating symbols and producing content descriptors for video games and mobile applications. 6.2. Explain the importance for different users of having access to guidance on appropriateness of content of video games and mobile applications.

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

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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

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26

Title	Participating in a Faith-Based Enrichment Activity
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE439
Unit Reference No	J/617/5458

Unit purpose and aim(s): This unit will enable the learner to gain knowledge and skills from participating in a faith-based enrichment activity.

Learning Outcomes	Assessment Criteria
1. Be able to research and participate in a faith-based enrichment activity.	1.1. Research and select an appropriate faith-based enrichment activity. 1.2. Summarise the aims and objectives of the chosen activity. 1.3. Participate in a faith-based enrichment activity for a minimum of 10 hours.
2. Understand the benefits of participating in a faith-based enrichment activity.	2.1. Evaluate own contribution to the chosen activity including: a) knowledge and skills gained b) benefits of participation c) possible improvements

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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Title	Personal Action Planning and Self Evaluation
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE440
Unit Reference No	L/617/5459

Unit purpose and aim(s): This unit will enable the learner to set and prioritise short and long-term learning goals. Learners will also be required to develop a personal action plan.

Learning Outcomes	Assessment Criteria
1. Be able to set goals in relation to learning goals.	1.1. Assess and prioritise realistic short and long-term learning goals. 1.2. Set targets to work towards achievements of learning goals.
2. Be able to develop an action plan to support the achievement of learning goals.	2.1. Produce an action plan to include: a) learning goals b) strategies for developing skills c) timescales
3. Be able to review own progress towards learning goals.	3.1. Evaluate progress towards meeting goals against action plan. 3.2. Review and revise timescales and goals as required.
4. Be able to review own performance.	4.1. Evaluate own performance against goals set.

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

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28

Title	Personal Career Portfolio
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE441
Unit Reference No	F/617/5460

Unit purpose and aim(s): This unit will enable the learner to develop a personal career portfolio identifying own strengths, qualities, skills and abilities.

Learning Outcomes	Assessment Criteria
1. Understand own strengths, qualities, skills and abilities and how they relate to different career options.	1.1. Summarise own strengths, qualities, skills and abilities and how they may contribute to own future development and the achievement of personal goals. 1.2. Analyse how these may contribute to identified personal career options.
2. Be able to investigate relevant sources of information, advice and guidance in relation to chosen career options.	2.1. Critically compare different sources of career information advice and guidance. 2.2. Evaluate the relevance of each source to own career planning.
3. Be able to create a Curriculum Vitae (CV).	3.1. Summarise the key components of a CV. 3.2. Produce a CV for own educational and career development.
4. Be able to create a personal career portfolio.	4.1. Summarise key information which needs to be included in a career portfolio. 4.2. Create a personal career portfolio of evidence to include: a) personal qualities b) personal goals c) skills d) educational achievements e) relevant knowledge f) CV

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

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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

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Title	Personal Study Skills
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBE442
Unit Reference No	J/617/5461

Unit purpose and aim(s): This unit will enable the learner to develop personal study skills.

Learning Outcomes	Assessment Criteria
1. Know how to locate, retrieve and store information for a given research topic.	1.1. Locate and retrieve resource materials for a research topic using standard referencing. 1.2. Set up an electronic filing system to enable location, retrieval and transfer of data retaining drafts and sources of information.
2. Be able to summarise written materials.	2.1. Evaluate information from a range of source materials using recognised techniques: a) skimming b) scanning 2.2. Summarise main points on a complex subject from written materials.
3. Be able to produce written materials for specific purposes.	3.1. Explain and simplify complex ideas in a written format, avoiding plagiarism from a given source. 3.2. Produce a well-structured essay for a specific purpose to include bibliographies, using a recognised referencing system.
4. Know how to use IT applications for study.	4.1. Demonstrate the use of IT applications to aid study including: a) presenting complex information in different formats b) use of email to communicate with others c) integration of complex information from different sources
5. Be able to engage in discussion with others.	5.1. Explain complex information in different situations taking account of audiences and subjects. 5.2. Demonstrate active listening skills and engage in discussion with others to promote interaction and positive 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's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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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

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Title	Report Writing
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBE443
Unit Reference No	L/617/5462

Unit purpose and aim(s): This unit will enable the learner to write a formal report on a given subject.

Learning Outcomes	Assessment Criteria
1. Know how to produce a written report.	1.1. Explain the aims and purpose of a specific report. 1.2. Write a formal report of at least 1000 words on a given subject following standard conventions.

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

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Title	Research Skills
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE444
Unit Reference No	R/617/5463

Unit purpose and aim(s): This unit will enable the learner to plan, carry out, present and evaluate research.

Learning Outcomes	Assessment Criteria
1. Be able to plan research.	1.1. Summarise the key stages for research planning. 1.2. Create a plan using appropriate methods and techniques to carry out research to include objectives and sources of information.
2. Be able to carry out research.	2.1. Carry out the research using appropriate strategies to meet identified objectives. 2.2. Review material collected and identify information and data most relevant to the research objectives. 2.3. Evaluate the validity of sources. 2.4. Explain research outcomes and justify conclusions.
3. Be able to present the findings of the research and evaluate research activities.	3.1. Present findings and recommendations clearly in an appropriate format. 3.2. Evaluate research activities identifying areas for improvement.

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

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Title	Road Safety and the Highway Code
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF683
Unit Reference No	J/650/1388

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of the core principles of road safety and the Highway Code.

Learning Outcomes	Assessment Criteria

1. Understand the Highway Code and its application for drivers.	1.1. Explain the need for laws, rules and disciplined behaviour on the road.
	1.2. Summarise the role of the Highway Code and significance of the following:
	  a) road markings and reflective road studs
	  b) road signs including shape and colour
	  c) colour of signs, markings and signals.
	1.3. Summarise the meaning of at least 20 road signs.
	1.4. Explain and illustrate different road signals given and received by drivers, authorised persons and others.
	1.5. Explain the main risks and causes of road traffic collisions and how they may be minimised by the following:
	  a) drivers
	  b) government
	  c) law enforcement agencies
	  d) motor vehicle manufacturers
	  e) individuals

2. Understand the dangers and safety precautions when driving and riding under adverse conditions.	2.1. Explain the dangers and safety precautions when driving and riding under adverse conditions including:
	  a) the need for longer stopping distances
	  b) drying out brakes
	  c) safe use of headlights
	  d) aquaplaning and how it can be avoided
	  e) heavy rain and standing water
	  f) worn tyres
	  g) excessive speed
	  h) snow

3. Understand the risks associated with driving at night.	3.1. Summarise the risks and safety precautions required when driving at night.
4. Understand braking distances.	4.1. Illustrate the braking distances for different motor vehicle speeds.
5. Understand the impact of education, training and publicity in reducing road traffic collisions.	5.1. Evaluate the impact of education, training and publicity in reducing road traffic collisions.

6. Understand legal requirements and costs of vehicle ownership.	6.1. Summarise licensing and legal requirements for driving, taxing and insuring vehicles.
	6.2. Summarise the cost associated with vehicle ownership including:
	  a) purchasing options
	  b) running costs
	  c) insurance options

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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

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Title	Stress and Stress Management Techniques
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE445
Unit Reference No	Y/617/5464

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of stress and stress management techniques.

Learning Outcomes	Assessment Criteria
1. Understand the term stress.	1.1. Explain what is meant by the term stress. 1.2. Compare and contrast different types of stress.
2. Be able to recognise signs and symptoms of stress and the long-term impact on an individual.	2.1. Illustrate different signs and symptoms of stress that may affect an individual. 2.2. Evaluate the long-term impact of stress on an individual's physical and emotional wellbeing.
3. Understand potential causes of stress in everyday life.	3.1. Analyse at least five potential causes of stress in everyday life.
4. Understand stress management techniques.	4.1. Critically compare at least three stress management techniques.

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

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Title	Substance Awareness
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE446
Unit Reference No	D/617/5465

Unit purpose and aim(s): This unit will enable the learner to gain an awareness of substance use, its effects and treatments.

Learning Outcomes	Assessment Criteria
1. Understand relevant legislation, policies and procedures in relation to substance use including current government strategies.	1.1. Summarise legislation, policy and procedures relating to substance use including equality and confidentiality. 1.2. Summarise the difference between legal and illegal drugs. 1.3. Summarise organisations that deliver key government policies and strategies on substance use.
2. Understand substance use, its effects and treatments.	2.1. Describe the different substances which are available, their effects and the dangers of each. 2.2. Identify the street names for substances, and how these change over time and in different locations. 2.3. Describe the methods of substance use and the associated risks. 2.4. Summarise at least five reasons why individuals may become involved in substance use 2.5. Evaluate the impact of substance misuse on the body and mental wellbeing and the possible consequences 2.6. Describe the relationship between substance use, crime and antisocial behaviour. 2.7. Summarise current treatments and support services/agencies for addressing substance use.

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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Title	Take Part in Community Volunteering
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBE447
Unit Reference No	H/617/5466

Unit purpose and aim(s): This unit will enable the learner to identify, organise and participate in a community volunteering activity.

Learning Outcomes	Assessment Criteria
1. Research community volunteering opportunities.	1.1. Research at least three possible opportunities for community volunteering and the impact each one has on own local community. 1.2. Evaluate and select an appropriate volunteering opportunity to meet own interests and skills.
2. Be able to arrange volunteering opportunity.	2.1. Plan, organise and co-ordinate own volunteering opportunity.
3. Be able to carry out own role as a volunteer.	3.1. Carry out volunteering activities for a minimum of 30 hours ensuring the following: a) working within boundaries of own role b) referring matters or seeking help when appropriate c) complying with organisational health and safety requirements
4. Be able to evaluate own performance as a volunteer.	4.1. Carry out a self-evaluation identifying how skills and knowledge gained may be used 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

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Title	Team Leading Skills
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE448
Unit Reference No	K/617/5467

Unit purpose and aim(s): This unit will enable the learner to develop team leading skills, to plan team tasks and support their completion.

Learning Outcomes	Assessment Criteria
1. Understand leadership styles and team motivation.	1.1. Summarise at least three leadership styles and analyse their impact on team motivation.
2. Understand own leadership style.	2.1. Evaluate own leadership style and its impact on team motivation.
3. Be able to plan a team task and support its completion.	3.1. Produce a plan for the performance of a given task, consulting team members and justifying reasons for choices. 3.2. Provide team support and feedback during performance of the task.
4. Understand how to evaluate and improve team and own performance.	4.1. Evaluate how the motivation of different team members impacted on the performance of the task. 4.2. Explain how team building activities can be used to develop the team's motivation. 4.3. Produce an action plan for the development of own team leadership skills.

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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Title	Teamwork and Collaboration Skills
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBE449
Unit Reference No	M/617/5468

Unit purpose and aim(s): This unit will enable the learner to understand the importance of teamwork and team contracts. The learner will also be required to carry out an activity as part of a team.

Learning Outcomes	Assessment Criteria
1. Understand team contracts.	1.1. Explain the importance of having a team contract. 1.2. Negotiate a team contract with an identified team.
2. Be able to collaborate as part of a team.	2.1. Prepare an action plan for completing a specified task based on negotiation with team members. 2.2. Analyse personal skills and strengths and those of other team members in relation to completing a specified task. 2.3. Take part in chosen activity, carrying out own role to the agreed standards and timescales.
3. Know how to evaluate team working.	3.1. Evaluate team and own contribution to the completion of the task. 3.2. Interpret feedback from team members. 3.3. Produce action plan to develop own and team members' team working skills.

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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Title	Understanding Child Protection
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE450
Unit Reference No	T/617/5469

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of child protection issues, support agencies and legislation.

Learning Outcomes	Assessment Criteria
1. Understand that all children have needs and rights.	1.1. Analyse the needs and rights of children. 1.2. Evaluate activities which encourage children to protect themselves.
2. Understand the different types of child abuse.	2.1. Analyse signs and symptoms of possible child abuse. 2.2. Explain the effects of child abuse. 2.3. Summarise circumstances which may result in abusive situations.
3. Understand how to respond to a child's disclosure of abuse.	3.1. Explain the reporting procedure and documents to be completed once a disclosure has been made. 3.2. Research the role of at least three different child protection support agencies. 3.3. Summarise the procedure for signposting children to appropriate support agency. 3.4. Explain how to care for a child following disclosure. 3.5. Evaluate why confidentiality is important in relation to child protection.
4. Understand the legislative framework surrounding issues of child protection.	4.1. Summarise key legislation relating to child protection. 4.2. Evaluate roles and responsibilities of key professionals in relation to child protection.

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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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

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44

Title	Understanding Coercive and Controlling Behaviour
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF684
Unit Reference No	K/650/1389

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of coercive and controlling behaviour including the available support services.

Learning Outcomes	Assessment Criteria
1. Understand what is meant by coercive and controlling behaviour.	1.1. Explain what is meant by coercive and controlling behaviours.
2. Understand relevant legislation in relation to coercive and controlling behaviour.	2.1. Summarise key aspects of legislation relating to coercive and controlling behaviour. 2.2. Analyse the effectiveness of the legislation identified in AC 2.1 and its impact on all parties involved.
3. Understand behaviours and indicators of coercive and controlling behaviour.	3.1. Explain different behaviours and indicators of coercive and controlling behaviour and how they are exhibited both online and in person.
4. Understand the impact of coercive and controlling behaviour.	4.1. Explain why coercive and controlling behaviour is a form of damaging abusive behaviour. 4.2. Critically evaluate the impact of coercive and controlling behaviour on the wellbeing of different individuals.
5. Understand different support services available for individuals experiencing coercion and control.	5.1. Summarise different support services available for individuals experiencing coercion and control.

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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46

Title	Understanding Consent Within Relationships
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF685
Unit Reference No	R/650/1390

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of the issues associated with consent within relationships, the responsibilities of individuals and the legal position.

Learning Outcomes	Assessment Criteria
1. Understand consent within relationships.	1.1. Summarise what is meant by the term consent within relationships. 1.2. Explain how mutual respect and trust contributes to a healthy relationship.
2. Understand responsibilities in relation to sexual consent.	2.1. Explain who is responsible for making sure that the other person has given their consent in a sexual relationship. 2.2. Illustrate with verbal and non-verbal examples how an individual can tell if a person or persons are giving sexual consent.
3. Understand the law in relation to sexual consent.	3.1. Summarise the legal position in relation to the age of sexual consent. 3.2. Explain what is meant by abuse of position of trust offences.
4. Understand the difference between consent and control and the support services available for individuals.	4.1. Critically evaluate consent and control within close personal and sexual relationships. 4.2. Summarise different support services available for individuals who did not provide consent.

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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Title	Understanding Job Market Trends
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE451
Unit Reference No	K/617/5470

Unit purpose and aim(s): This unit will enable the learner to understand job market trends and the different forms of employment.

Learning Outcomes	Assessment Criteria

1. Understand job market trends within today's society.	1.1. Explain what is meant by the term job market within today's society.
	1.2. Evaluate employment opportunities in the following job markets:
	  a) local
	  b) national
	  c) European
	  d) global
	1.3. Research and evaluate the impact of the following on workforce trends in the job market:
	  a) Fourth Industrial Revolution
	  b) new technologies
	  c) knowledge economy
	  d) globalisation

2. Understand different forms of employment.	2.1. Explain and evaluate the key characteristics of different forms of employment and the advantages and disadvantages of each.

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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Title	Using Social Media in Business
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE452
Unit Reference No	M/617/5471

Unit purpose and aim(s): This unit will enable the learner to understand how to use social media effectively in business.

Learning Outcomes	Assessment Criteria
1. Understand the opportunities and threats associated with using social media.	1.1. Critically compare the positive and negative aspects of using social media. 1.2. Explain the risks associated with using social media and how best to minimise these.
2. Understand the application of social media.	2.1. Critically compare how various social media sites may be used by businesses and organisations. 2.2. Summarise potential risks to a business associated with using social media for marketing or promotion. 2.3. Demonstrate and critically compare the use of at least three commonly used social media platforms for marketing purposes.

3. Be able to use social media for marketing and promotion.	3.1. Critically compare how businesses may use social media to market and promote products, services, brand and/or events.
	3.2. Summarise issues that should be considered when planning a social media campaign including
	  a) mobile or non-mobile platforms
	  b) nature of campaign
	  c) nature of product, service or event
	  d) target market
	3.3. Develop and implement a social marketing campaign for a given product, service, brand or event.

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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Title	Work Experience Placement
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBE453
Unit Reference No	T/617/5472

Unit purpose and aim(s): This unit will enable the learner to identify, organise, take part in and evaluate a work experience placement.

Learning Outcomes	Assessment Criteria
1. Understand how to identify and set up a suitable work experience placement.	1.1. Explain the types of placement appropriate to own self-development. 1.2. Identify sources of guidance and support in setting up a placement. 1.3. Describe the processes required to organise a placement. 1.4. Describe practical issues which need to be taken into account when deciding on a suitable placement.
2. Be able to organise and prepare for a work experience placement.	2.1. Demonstrate the processes required to organise a placement including health and safety considerations. 2.2. Summarise possible learning which may be gained from the placement identifying future opportunities for training and/or progression. 2.3. Develop an action plan for own personal development within a work placement.
3. Be able to carry out activities in the workplace.	3.1. Identify the health and safety requirements associated with own role in placement. 3.2. Carry out tasks and activities to the required standard. 3.3. Explain how own responsibilities contribute to the work of the organisation.
4. Be able to review and evaluate own personal development from the workplace experience.	4.1. Review own personal development plan on completion of work placement including influence on own future work choices. 4.2. Evaluate how the workplace experience has influenced ideas about own learning and work preferences 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

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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
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Title	Design Thinking
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF814
Unit Reference No	D/650/2609

Unit purpose and aim(s): This unit will enable the learner to know how to apply the design thinking process in creative problem solving.

Learning Outcomes	Assessment Criteria
1. Understand design thinking.	1.1. Explain what is meant by design thinking and its purpose. 1.2. Explain why empathy is important in the design thinking process.
2. Understand the importance of design thinking for current and future workforces.	2.1. Evaluate the importance of design thinking for current and future workforces.
3. Understand the stages of the design thinking process.	3.1. Explain the following design thinking process stages: a) empathy b) define c) ideate d) prototype e) test
4. Be able to apply the design thinking process to a real world problem.	4.1. Apply the design thinking process stages identified in AC 3.1 to a real world problem, working collaboratively within a team.
5. Be able to present solutions to problems.	5.1. Develop and present, as part of the team, a possible solution to the real world problem identified in AC 4.1. to a given audience.
6. Be able to evaluate the skills, qualities and experience gained from participating in the design thinking process.	6.1. Evaluate the skills, qualities and experience gained from participating in the design thinking activities undertaken in AC 4.1. and how own employability skills have been improved.

Assessment Guidance		

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Assessment Method	Definition	Possible Content
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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

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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.

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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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Qualification Number: 603/4357/6

Operational start date: 15 April 2019
Operational end date: 30 June 2029
Certification end date: 30 June 2032

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