



# Qualification Specification:

**OCN NI Level 2 Award in Personal Success and Well-Being**

- **Qualification No: 601/3262/0**

**OCN NI Level 2 Certificate in Personal Success and Well-Being**

- **Qualification No: 601/3261/9**



## 1. Specification Updates

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Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Unit Content	Teaching Scope added	v2.0

## 2. Contents

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## 3. Introduction to Open College Network Northern Ireland (OCN NI)

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The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website [www.ocnni.org.uk](http://www.ocnni.org.uk).

For further information on OCN NI qualifications or to contact us, you can visit our website at [www.ocnni.org.uk](http://www.ocnni.org.uk). The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

### OCN NI Contact Details

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## 4. About this Specification

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This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Award and Certificate in Personal Success and Well-Being**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 2 Award and Certificate in Personal Success and Well-Being.

- **Qualification Features:** this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering these qualifications must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our Centres. Additionally, we will make these changes available on our official website at [www.ocnni.org.uk](http://www.ocnni.org.uk).

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

#### 4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist Centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support Centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting [www.ocnni.org.uk](http://www.ocnni.org.uk)
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to Centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

## 5. About these Qualifications

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### 5.1 Qualification Regulation Information

#### **OCN NI Level 2 Award in Personal Success and Well-Being**

Qualification Number: 601/3262/0

#### **OCN NI Level 2 Certificate in Personal Success and Well-Being**

Qualification Number: 601/3261/9

Operational start date: 1 June 2014

Operational end date: 31 December 2027

Certification end date: 31 December 2029

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website [www.ocnni.org.uk](http://www.ocnni.org.uk).

### 5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

#### **14.1 Foundations for learning and life**

### 5.3 Grading

Grading for these qualifications is pass/fail.

## 5.4 Qualifications' Aims and Objectives

### Qualifications' Aim

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

### Qualifications' Objectives

The qualifications will provide learners with a broad base of understanding and knowledge in personal and social development and health and well-being.

## 5.5 Target Learners

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

## 5.6 Entry Requirements

There are no formal restrictions on entry however learners must be at least 14 years old on completion of the qualification and receive appropriate advice and guidance on the demands of the specification before undertaking the Award or Certificate.

## 5.7 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 2 Certificate in Personal Success and Well-Being has been approved by the Department of Education and added to the NIEFQAN file.

## **5.8 Progression**

The OCN NI Level 2 Award in Personal Success and Well-Being qualification enables progression to the OCN NI Level 2 Certificate in Personal Success and Well-Being. Both qualifications also enable progression to other areas of learning.

## **5.9 Delivery Language**

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

## 6. Centre Requirements for Delivering these Qualifications

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### 6.1 Centre Recognition

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

### 6.2 Qualification Approval

Once a Centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The Centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations

### 6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity\*:

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

\*Note: An individual cannot serve as an Internal Verifier for their own assessments.

## 6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge of the information technology industry. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors.

## 6.5 Assessor Requirements

The assessment of these qualifications takes place within the Centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Relevant Industry Experience:** A minimum of three years of practical experience in the information technology industry is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process.

## 6.6 Internal Verifier Requirements

The Internal Verifier plays a crucial role in the Centre's internal quality assurance processes. The Centre must designate a skilled and trained Internal Verifier who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Verifier for these qualifications must meet the following criteria:

- **Internal Verification Expertise:** Internal Verifiers should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Verifiers Qualification:** Internal Verifiers should hold or be currently undertaking a recognised Internal Verifier's qualification; or must have attended the OCN NI Internal Verification Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal verifiers are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

## 7. Qualification Structure

### 7.1 Qualification Purpose

The OCN NI Level 2 Award and Certificate in Personal Success and Well-Being are unitised qualifications on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency.

### 7.2 Qualification Level

In the context of the OCN NI Level 2 Award and Certificate in Personal Success and Well-Being it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 1 and 2, which signifies a low to moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

### 7.3 Qualification Size

#### Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

#### Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

<b>OCN NI Level 2 Award in Personal Success and Well-Being</b>	
Total Qualification Time (TQT):	60 hours
Total Credits Required:	6 credits
Guided Learning Hours (GLH):	48 hours
<b>OCN NI Level 2 Certificate in Personal Success and Well-Being</b>	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	120 hours

## 7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Personal Success and Well-Being** learners must complete a total of 6 credits. 3 credits must be taken from the mandatory unit. A minimum of 4 credits must be achieved at Level 2 (including the mandatory unit). The remaining credits can be taken from any of group A, B, C, D or E units. Each group includes a choice of units at level 1 and level 2. Units with the same title can only be counted once towards the credits for the qualification.

To achieve the **OCN NI Level 2 Certificate in Personal Success and Well-Being** learners must complete a total of 15 credits – 3 credits must be taken from the mandatory unit. A minimum of 12 credits must be achieved at Level 2 (including the mandatory unit). Learners must complete a minimum of 1 credit from each of the groups A, B, C, D and E. Each group includes a choice of units at level 1 and level 2. Units with the same title can only be counted once towards the credits for the qualification.

## 8. Assessment Structure

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These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

### 8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

### 8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Verifiers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are levels 1 and 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.

## 9. Qualification Summary by Unit

### **OCN NI Level 2 Award in Personal Success and Well-Being**

Total Qualification Time (TQT) for this qualification: 60 hours

Guided Learning Hours (GLH) for this qualification: 48 hours

In order to achieve the Award, learners must complete a total of 6 credits. 3 credits must be taken from the mandatory unit. A minimum of 4 credits must be achieved at Level 2 (including the mandatory unit). The remaining credits can be taken from any of group A, B, C, D or E units. Each group includes a choice of units at level 1 and level 2. Units with the same title can only be counted once towards the credits for the qualification.

### **OCN NI Level 2 Certificate in Personal Success and Well-Being**

Total Qualification Time (TQT) for this qualification: 150 hours

Guided Learning Hours (GLH) for this qualification: 120 hours

In order to achieve the Certificate, learners must complete a total of 15 credits – 3 credits must be taken from the mandatory unit. A minimum of 12 credits must be achieved at Level 2 (including the mandatory unit). Learners must complete a minimum of 1 credit from each of the groups A, B, C, D and E. Each group includes a choice of units at level 1 and level 2. Units with the same title can only be counted once towards the credits for the qualification.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<b>Mandatory Unit</b>					
<a href="#">D/650/9397</a>	CBG524	Mental Health, Well-being and Building Resilience	3	24	Two
<b>Group A (Level 1 units)</b>					
<a href="#">T/506/2479</a>	CAZ749	Understanding Equality and Diversity	1	9	One
<a href="#">D/506/2458</a>	CAZ739	Understanding Beliefs and Values	1	9	One
<a href="#">M/506/2478</a>	CAZ737	Prejudice and Discrimination	2	18	One
<a href="#">A/506/2452</a>	CAZ732	Exploring Cultural Diversity	2	18	One
<b>Group A (Level 2 Units)</b>					
<a href="#">J/506/2518</a>	CAZ780	Understanding Equality and Diversity	1	8	Two
<a href="#">J/506/2504</a>	CAZ765	Understanding Beliefs and Values	1	8	Two
<a href="#">M/506/2500</a>	CAZ763	Prejudice and Discrimination	2	16	Two

<a href="#">D/506/2492</a>	CAZ757	Exploring Cultural Diversity	2	16	Two
<b>Group B (Level 1 Units)</b>					
<a href="#">A/506/2449</a>	CAZ729	Assertiveness	1	9	One
<a href="#">F/506/2453</a>	CAZ733	Improving Confidence and Self-esteem	1	9	One
<a href="#">Y/506/2488</a>	CAZ735	Participating in a Personal Well-Being Enrichment Activity	1	9	One
<a href="#">L/506/2486</a>	CAZ753	Using Interpersonal Communication Skills	1	9	One
<a href="#">R/506/2473</a>	CAZ745	Exploring own Personal Identity	1	9	One
<a href="#">L/506/2455</a>	CAZ736	Personal Motivation	1	9	One
<a href="#">F/507/9933</a>	CBD356	Managing Personal Finances	1	9	One
<b>Group B (Level 2 Units)</b>					
<a href="#">R/506/2490</a>	CAZ755	Assertiveness	1	8	Two
<a href="#">K/506/2494</a>	CAZ759	Improving Confidence and Self-esteem	1	8	Two
<a href="#">F/506/2520</a>	CAZ761	Participating in a Personal Well-Being Enrichment Activity	1	8	Two
<a href="#">T/506/2515</a>	CAZ777	Using Interpersonal Communication Skills	1	8	Two
<a href="#">D/506/2511</a>	CAZ772	Exploring own Personal Identity	1	8	Two
<a href="#">F/506/2498</a>	CAZ762	Personal Motivation	1	8	Two
<a href="#">L/507/9935</a>	CBD358	Managing Personal Finances	1	8	Two
<b>Group C (Level 1 Units)</b>					
<a href="#">J/506/2468</a>	CAZ741	Understanding Drugs and Substance Misuse	1	9	One
<a href="#">L/506/2469</a>	CAZ742	Understanding Healthy Lifestyles	2	18	One
<a href="#">T/506/2451</a>	CAZ731	Exploring Environmental Issues	1	9	One
<a href="#">R/506/2487</a>	CAZ754	Personal Improvement through Sport	2	18	One
<a href="#">K/506/2480</a>	CAZ751	Understanding Sex and Relationships	2	18	One
<a href="#">Y/506/2474</a>	CAZ747	Influences on Body Image	1	9	One

<a href="#">M/506/2450</a>	CAZ730	Eating Disorders	1	9	One
<a href="#">Y/506/2457</a>	CAZ738	Stress Management Techniques	1	9	One
<b>Group C (Level 2 Units)</b>					
<a href="#">R/506/2506</a>	CAZ767	Understanding Drugs and Substance Misuse	1	8	Two
<a href="#">Y/506/2507</a>	CAZ768	Understanding Healthy Lifestyles	2	16	Two
<a href="#">H/506/2493</a>	CAZ758	Exploring Environmental Issues	1	8	Two
<a href="#">L/506/2519</a>	CAZ781	Personal Improvement through Sport	2	16	Two
<a href="#">K/506/2513</a>	CAZ775	Understanding Sex and Relationships	2	16	Two
<a href="#">H/506/2512</a>	CAZ774	Influences on Body Image	1	8	Two
<a href="#">Y/506/2491</a>	CAZ756	Eating Disorders	1	8	Two
<a href="#">F/506/2503</a>	CAZ764	Stress Management Techniques	1	8	Two
<b>Group D (Level 1 Units)</b>					
<a href="#">D/506/2489</a>	CAZ750	Understanding Individual Rights and Responsibilities	1	9	One
<a href="#">D/506/2475</a>	CAZ748	Understanding and Dealing with Bullying	2	18	One
<a href="#">L/506/2472</a>	CAZ796	Exploring Feelings and Emotions	1	9	One
<a href="#">L/506/2522</a>	CAZ746	Exploring Relationships	2	18	One
<a href="#">M/506/2481</a>	CAZ752	Understanding Teamwork Skills	2	18	One
<a href="#">J/507/9934</a>	CBD357	Roles and Responsibilities of Parents	1	9	One
<b>Group D (Level 2 Units)</b>					
<a href="#">A/506/2516</a>	CAZ778	Understanding Individual Rights and Responsibilities	1	8	Two
<a href="#">F/506/2517</a>	CAZ779	Understanding and Dealing with Bullying	2	16	Two
<a href="#">Y/506/2510</a>	CAZ771	Exploring Feelings and Emotions	1	8	Two
<a href="#">J/506/2521</a>	CAZ773	Exploring Relationships	2	16	Two
<a href="#">M/506/2514</a>	CAZ776	Understanding Teamwork Skills	2	16	Two

<a href="#">R/507/9936</a>	CBD359	Roles and Responsibilities of Parents	1	8	Two
<b>Group E (Level 1 Units)</b>					
<a href="#">J/506/2471</a>	CAZ744	Understanding the Decision Making Process	1	9	One
<a href="#">F/506/2470</a>	CAZ743	Understanding Peer Pressure	1	9	One
<a href="#">Y/506/2460</a>	CAZ740	Understanding Cyberbullying	1	9	One
<a href="#">J/506/2454</a>	CAZ734	Managing Risk	1	9	One
<a href="#">A/506/8333</a>	CBB000	Peer Leadership	2	18	One
<b>Group E (Level 2 Units)</b>					
<a href="#">H/506/2509</a>	CAZ770	Understanding the Decision Making Process	1	8	Two
<a href="#">D/506/2508</a>	CAZ769	Understanding Peer Pressure	1	8	Two
<a href="#">L/506/2505</a>	CAZ766	Understanding Cyberbullying	1	8	Two
<a href="#">A/506/2497</a>	CAZ760	Managing Risk	1	8	Two
<a href="#">F/506/8334</a>	CBB001	Peer Leadership	2	16	Two

## 10. Unit Content

Title	Mental Health, Well-being and Building Resilience	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG524	
Unit Reference No	D/650/9397	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand mental health and well-being and how to build resilience.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by good mental health, well-being and resilience and influencing factors.	1.1. Summarise what is meant by good mental health, well-being and resilience and influencing factors.	
2. Understand the link between emotions and well-being.	2.1. Describe three positive and three negative emotions and the possible causes of each. 2.2. Describe how emotions may positively and negatively impact on well-being. 2.3. Describe with examples how emotions may be managed to promote well-being. 2.4. Describe what is meant by emotional resilience and how it may be developed.	
3. Understand the link between positive communication and good mental health, well-being and resilience.	3.1. Describe the link connecting positive communication between individuals and good mental health, well-being and resilience.	
4. Understand how to improve own well-being and resilience.	4.1. Illustrate with examples how the following five ways to well-being may be used to improve own well-being and resilience: a) connect b) keep learning c) be active d) take notice e) give to others 4.2. Summarise at least three tools or techniques that may be used to improve own well-being and resilience.	
5. Be aware of mental health and well-being sources of advice and support.	5.1. Identify at least three sources of advice and support in local area for mental health and well-being and how they may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	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 E-tests

Learning Outcome	Unit Title : Mental Health, Well-being and Building Resilience
<p>1. Understand what is meant by good mental health, well-being and resilience and influencing factors.</p>	<p><b>Scope</b></p> <ul style="list-style-type: none"> <li>• Teaching will cover:</li> <li>• Definition of mental health, well-being and resilience and meanings of key terms related to each.</li> <li>• Definitions with examples of different mental illness and conditions</li> <li>• Types of stigmas around mental illness</li> <li>• Importance of mental health and well-being and associated signs of issues</li> <li>• Factors which include negative and positive impact and can influence good/poor mental health, well-being and resilience such as sleep, physical activity, social media, relationships, body image, drugs, alcohol</li> <li>• Signs and behaviours of good mental health, well-being and resilience</li> </ul>
<p>2. Understand the link between emotions and well-being.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• The impact emotions have on well-being and physical and social health.</li> <li>• Types of emotions may include: <ul style="list-style-type: none"> <li>○ anger</li> <li>○ anxiety</li> <li>○ content</li> <li>○ disgust</li> <li>○ fear</li> <li>○ gratitude</li> <li>○ guilt</li> <li>○ happiness</li> <li>○ jealousy</li> <li>○ joy</li> <li>○ pleasure</li> <li>○ relief</li> <li>○ sadness</li> <li>○ surprise</li> </ul> </li> <li>• Causes of positive and negative emotions</li> <li>• Factors which impact on emotions including environmental factors, relationships, physical health, self-awareness, and stress</li> <li>• How good/poor well-being can influence emotional health</li> <li>• Strategies to manage emotions and promote well-being</li> <li>• Definition of emotional resilience and how it may be developed</li> </ul>

<p>3. Understand the link between positive communication and good mental health, well-being and resilience.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Importance of communication in supporting good mental health, well-being and resilience including positive social connections as an indicator of well-being. Examples may include: <ul style="list-style-type: none"> <li>○ Impact of good/poor communication on individuals suffering from mental health concerns</li> <li>○ How good communication can assist in promoting positive impacts for individuals suffering from mental health concerns</li> <li>○ How it can help build resilience</li> <li>○ Communication techniques to boost confidence and promote positive self-image</li> </ul> </li> </ul>
<p>4. Understand how to improve own well-being and resilience.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definition of resilience with examples including positives common barriers</li> <li>• Techniques to support and improve well-being and resilience</li> <li>• Five pillars of resilience – emotional well-being, inner drive, future focus, relationships and physical health. How to improve physical or mental well-being and how this may improve resilience</li> <li>• Techniques and tools to build personal resilience and improve self-awareness</li> <li>• Techniques that learners may explore but not be limited to: <ul style="list-style-type: none"> <li>○ student support services</li> <li>○ external support agencies</li> <li>○ exercise and physical health</li> <li>○ healthy eating</li> <li>○ digital awareness and staying safe online</li> <li>○ mindfulness</li> <li>○ mental health first aid</li> <li>○ Five ways to improve well-being and resilience: <ul style="list-style-type: none"> <li>▪ connect</li> <li>▪ keep learning</li> <li>▪ be active</li> <li>▪ take notice</li> <li>▪ give to others</li> </ul> </li> </ul> </li> </ul>
<p>5. Be aware of mental health and well-being sources of advice and support.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Local agencies that support individuals experiencing mental health and well-being issues including information on each agency/support group and what support they provide</li> <li>• Appropriate and relevant sources of local advice, support and guidance in mental health and well-being development and promotion</li> </ul>

Title	Understanding Equality and Diversity	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ749	
Unit Reference No	T/506/2479	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand aspects of equality and diversity.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand aspects of equality and diversity.	1.1 Define the terms equality and diversity. 1.2. Outline key legislation in relation to equality and diversity. 1.3. Give examples of inequality in a range of situations. 1.4. Give examples of positive and negative stereotyping and how diversity can benefit society. 1.5. Identify bodies who work on equality issues.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes. OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Beliefs and Values	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ739	
Unit Reference No	D/506/2458	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore own beliefs and values and how these may influence others.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand what is meant by beliefs and values.	1.1. State what is meant by beliefs and values. 1.2. Identify own beliefs and values. 1.3. Give examples of beliefs and values held by other people/groups.	
2. Recognise how values and beliefs can influence attitudes, opinions and behaviour.	1.4. State how own values and beliefs have influenced attitude/opinion and behaviour in a given situation. 1.5. State how the values and beliefs of a given group have influenced their attitudes/opinions and behaviour.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Prejudice and Discrimination	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ737	
Unit Reference No	M/506/2478	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the terms prejudice and discrimination and recognise the value of Equal Opportunities legislation.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand what is meant by the terms prejudice and discrimination.	1.1. Outline what is meant by the terms prejudice and discrimination.	
2. Understand stereotypical attitudes in relation to prejudice and discrimination.	2.1. Outline how attitudes are formed. 2.2. Give a range of stereotypes outlining positive and negative factors of each.	
3. Recognise the consequences of prejudice and discrimination.	3.1. Identify positive and negative consequences of prejudice and discrimination and how they may lead to disadvantage.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Exploring Cultural Diversity	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ732	
Unit Reference No	A/506/2452	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore cultural diversity within own community and recognise how to promote community integration.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Recognise cultural traditions in own region.	1.1. Identify a range of different cultural traditions in own region including specific cultural practices.	
2. Recognise racism and sectarianism.	2.1. Outline what is meant by racism and sectarianism. 2.2. Give examples of racist and sectarian behaviour and the impact on own local communities. 2.3. Outline processes used by local communities to resolve contentious issues.	
3. Understand diversity in relation to developing communities emerging from conflict.	3.1. Identify diversity in relation to own community emerging from conflict. 3.2. Outline how own community can address the past.	
4. Recognise how respecting diversity can promote community integration.	4.1. Outline how respecting diversity can integrate communities. 4.2. Outline advantages of living in a diverse society.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Assertiveness	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ729	
Unit Reference No	A/506/2449	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand assertiveness. The learner will also be required to demonstrate assertive behaviour in a given situation.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand assertiveness.	1.1. Define assertiveness. 1.2. Outline the difference between the following behaviours: a) assertive b) passive c) aggressive	
2. Understand how to be assertive.	2.1. State the benefits of being assertive. 2.2. Identify a situation where assertiveness could be used to achieve a desired outcome. 2.3. Demonstrate assertive behaviour in a given situation. 2.4. Outline the importance of self-control and the possible consequences of losing control when being assertive.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes. OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Improving Confidence and Self-Esteem	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ733	
Unit Reference No	F/506/2453	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand confidence and self-esteem issues and strategies for improvement.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand confidence and how it may be improved for an individual.	1.1. Define confidence. 1.2. Outline the benefits of being confident and how this may influence others' perceptions of an individual. 1.3. Outline how lacking confidence might influence others' perceptions of an individual. 1.4. Identify strategies for building confidence. 1.5. Give an example of a confidence building strategy and its impact in a given situation.	
2. Understand self-esteem and how it may be improved for an individual.	2.1. Define self-esteem. 2.2. Identify factors that affect self-esteem. 2.3. Outline how low self-esteem might influence others' perceptions of an individual. 2.4. Identify strategies for building self-esteem.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Participating in a Personal Well-Being Enrichment Activity	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ735	
Unit Reference No	Y/506/2488	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain knowledge and skills from participating in a personal well-being activity.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to participate in an enrichment activity to promote personal well-being.	1.1. Outline the aims and objectives of the activity. 1.2. Participate in an enrichment activity to promote personal well-being.	
2. Recognise the benefits of participating in an enrichment activity to promote personal well-being.	2.1. Outline own contribution to the agreed enrichment activity including knowledge and/or skills gained. 2.2. Outline the benefits of participating in an enrichment activity to promote personal well-being for self and others.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Using Interpersonal Communication Skills	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ753	
Unit Reference No	L/506/2486	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of effective interpersonal communication skills and how to apply these.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Recognise the importance of effective interpersonal communication skills.	1.1. Outline the importance of effective interpersonal communication skills with examples including: <ul style="list-style-type: none"> <li>a) active listening</li> <li>b) non-verbal communication</li> <li>c) appropriateness of language and tone</li> </ul> 1.2. List possible barriers to communication.	
2. Be able to demonstrate effective interpersonal communication skills.	2.1. Demonstrate and assess own effective interpersonal communication skills. 2.2. Identify a strategy to overcome a barrier to communication in a given situation.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Exploring own Personal Identity	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ745	
Unit Reference No	R/506/2473	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by personal identity and its relationship to self-esteem and confidence.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand the concept of personal identity and how it can affect an individual and their role in society.	1.1. Outline what is meant by personal identity. 1.2. Identify factors that contribute to a positive sense of self and others. 1.3. Give an example of how a positive personal identity can help an individual contribute to society.	
2. Understand the relationship between self-esteem, confidence and personal identity.	2.1. Outline what is meant by self-esteem and confidence. 2.2. Outline the relationship between personal identity and self-esteem.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Personal Motivation	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ736	
Unit Reference No	L/506/2455	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand own personal motivation and how it may be improved.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand motivation and its impact.	1.1. Define motivation. 1.2. List different factors that motivate people. 1.3. Outline the impact on self and others of a lack of motivation.	
2. Understand levels of personal motivation.	2.1. Outline levels of personal motivation and how it may be improved. 2.2. Identify situations when own motivation was: a) low b) high	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes. OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Managing Personal Finances	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBD356	
Unit Reference No	F/507/9933	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the difference between income and expenditure. The learner will also be required to produce a personal budget plan.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand personal budget planning.	1.1. Outline what is meant by income and expenditure. 1.2. Create a personal budget plan recording income and expenditure. 1.3. State the benefits of personal budget planning.	
2. Be aware of the consequences of borrowing money.	2.1. Outline the advantages and disadvantages of borrowing money. 2.2. Identify the negative consequences of borrowing money through “buy now pay later” schemes. 2.3. Outline the impact of debt.	
3. Be aware of sources of support for individuals managing debt.	3.1. List a range of support services / agencies that assist individuals to manage debt.	
4. Be aware of the benefits of savings.	4.1. Outline the benefits of saving.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes. OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Drugs and Substance Misuse	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ741	
Unit Reference No	J/506/2468	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of drug and substance misuse and associated risks.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand drug and substance misuse and associated risks.	1.1. List legal and illegal drugs and other substances. 1.2. Outline why people may use substances legitimately. 1.3. Outline why people may misuse substances. 1.4. Outline the risks associated with drug and substance misuse. 1.5. Outline the impact of long-term drug and substance on daily life.	
2. Know how to access sources of help/support relating to substance misuse.	2.1. State how to access help/support relating to substance misuse.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Healthy Lifestyles	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ742	
Unit Reference No	L/506/2469	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of a balanced diet and regular exercise and how it contributes to a healthy lifestyle.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. Outline the importance of a balanced diet to a healthy lifestyle. 1.2. List the essential food groups for a balanced diet.	
2. Understand how exercise contributes to a healthy lifestyle.	2.1. State how exercise contributes to a healthy lifestyle. 2.2. List different types of exercise.	
3. Understand emotional and mental well-being.	3.1. State what is meant by emotional and mental well-being. 3.2. Outline how work/life balance can help maintain emotional and mental well-being.	
4. Know how to improve own lifestyle.	4.1. Assess own lifestyle in relation to physical and mental health, and emotional well-being. 4.2. Identify sources of information and/or support and how they can be accessed. 4.3. Outline a plan to improve own lifestyle.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Exploring Environmental Issues	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ731	
Unit Reference No	T/506/2451	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore environmental issues and identify ways to protect the environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand ways to protect the environment.	1.1. Outline the importance of a clean and safe environment for a healthy life. 1.2. Give a range of local agencies responsible for protecting the environment. 1.3. Outline a range of methods which can be used by organisation and individuals to protect the environment.	
2. Recognise an environmental issue.	2.1. Outline problems associated with an environmental issue and possible ways to address it.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Personal Improvement through Sport	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ754	
Unit Reference No	R/506/2487	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the benefits of taking part in sporting activities. The learner will also be required to participate in a sporting activity over a period of time.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand physical and emotional benefits of participating in sporting activities.	1.1. List the physical and emotional benefits of participating in sporting activities.	
2. Understand health and safety requirements when participating in sporting activities.	2.1. Identify health and safety requirements relating to a range of sporting activities.	
3. Be able to participate in a sporting activity.	3.1. Identify a sport suitable to own particular needs. 3.2. Demonstrate skills in a sporting activity over a period of time considering: a) following instructions b) appropriate dress and equipment c) time management. d) warm up and cool down activities e) knowledge of rules, regulations, and tactics f) health and safety guidelines before, during and after activity	
4. Be able to review own performance.	4.1. Outline own strengths and areas for improvement in a sporting activity.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes. OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Understanding Sex and Relationships	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ751	
Unit Reference No	K/506/2480	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of the range of sexual relationships and how to maintain good sexual health.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the range of sexual relationships and associated risks.	1.1. Outline the range of sexual relationships. 1.2. Outline what is meant by a consensual sexual relationship. 1.3. Outline cultural differences regarding sexual relationships and marriage. 1.4. Outline risks associated with a sexual relationship and how these can be minimised or avoided.	
2. Understand law in relation to sex and sexuality.	2.1. Identify legal issues in relation to age of consent, marriage, cohabitation and abuse.	
3. Understand how the body works in relation to sexual activity.	3.1. State changes in the male and female body that occur during sexual activity.	
4. Be aware of contraception methods.	4.1. List methods of contraception and the advantages and disadvantages of each. 4.2. List sources of further information and support available.	
5. Know how to maintain good sexual health.	5.1. Identify the causes and effects of STIs including HIV and AIDS. 5.2. Outline how to maintain good sexual health. 5.3. State sources of further information and support available.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Influences on Body Image	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ747	
Unit Reference No	Y/506/2474	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the influences of media and history on body image.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand media influence on body image.	1.1. Outline what is meant by 'body image.' 1.2. Give an example of a positive and a negative media influence on body image. 1.3. Identify influences on own body image.	
2. Recognise the impact of cultural and historical influences on body image.	2.1. Outline the influence of society and culture on body image. 2.2. Give examples of images of beauty from different cultures and historical periods.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Eating Disorders	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ730	
Unit Reference No	M/506/2450	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of a range of eating disorders and the connection between food and emotion.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Recognise a range of eating disorders.	1.1. List a range of eating disorders. 1.2. Outline the signs and symptoms of a range of eating disorders and possible short and long-term effects on health.	
2. Recognise connections between food and emotions.	2.1. Identify the connections between food and emotions. 2.2. Outline why abnormal eating habits may develop.	
3. Know how to access information and support services related to eating disorders.	3.1. Identify information and support services related to eating disorders.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Stress Management Techniques	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ738	
Unit Reference No	Y/506/2457	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of stress and identify appropriate stress management techniques.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand what is meant by stress.	1.1. Outline what is meant by stress. 1.2. Outline possible causes of stress. 1.3. Outline how stress can be used positively and negatively.	
2. Understand the impact of stress on an individual.	2.1. Outline the impact of stress on an individual.	
3. Understand stress management techniques.	3.1. Give examples of stress management techniques. 3.2. Identify support services available to individuals experiencing stress.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Individual Rights and Responsibilities	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ750	
Unit Reference No	D/506/2489	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand their rights and responsibilities within society.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the rights and responsibilities of individuals.	1.1. Outline the rights and responsibilities of individuals. 1.2. Identify key current legislation relating to an individual's rights in society. 1.3. Identify own rights and personal, social and legal responsibilities as an individual in society.	
2. Understand factors that affect an individual's rights and responsibilities.	2.1. Outline factors that can affect an individual's rights and responsibilities.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding and Dealing with Bullying	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ748	
Unit Reference No	D/506/2475	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the effects of bullying.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the terms victim and bullying.	1.1. Outline the terms victim and bullying. 1.2. Identify forms of bullying and its effects on the victim. 1.3. Identify emotions experienced by a bully when bullying.	
2. Recognise strategies for dealing with bullying.	2.1. Outline interventions that may help the bully and the victim.	
3. Know where to access help and support.	3.1. Identify sources of help and support available.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Exploring Feelings and Emotions	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ796	
Unit Reference No	L/506/2472	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by feelings and emotions and how to manage these.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand what is meant by feelings and emotions.	1.1. Give examples of feelings and emotions and how they may be expressed in different situations.	
2. Understand how to manage and respond to feelings and emotions.	2.1. Give an example of a positive and negative response to a given situation. 2.2. Outline a strategy to manage own feelings and emotions.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Exploring Relationships	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ746	
Unit Reference No	L/506/2522	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand a range of relationships and associated behaviours.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the meaning of relationships.	1.1. Outline the meaning of relationships and their importance to self and others. 1.2. Outline the characteristics, roles and boundaries of the following relationships to include: a) family b) personal and social c) working	
2. Know how to behave appropriately in different relationships.	2.1. Identify skills needed to develop and maintain relationships. 2.2. Outline the importance of trust within a relationship. 2.3. State possible causes of conflict within a relationship and how these might be overcome.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes. OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Teamwork Skills	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ752	
Unit Reference No	M/506/2481	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand teamwork skills.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand teamwork.	1.1. Define team and teamwork. 1.2. Outline effective team working skills and qualities. 1.3. Outline the roles and responsibilities of team members including own role.	
2. Know how to work within a team.	2.1. Identify a team goal and work with others to achieve this goal by promoting effective communication, respect and support for others. 2.2. State how to overcome conflict within a team. 2.3. Review team performance and outline areas for improvement.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Roles and Responsibilities of Parents	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBD357	
Unit Reference No	J/507/9934	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of parenting within today's society.		
Learning Outcomes	Assessment Criteria	
1. Recognise challenges faced by families and parents within today's society.	1.1. Outline the range of family structures that exist within today's society. 1.2. List the challenges and opportunities faced by a range of families which exist within today's society.	
2. Understand the impact of parenting on child development.	2.1. Identify the impact of parenting on child development.	
3. Be aware of the impact of teenage pregnancy.	3.1. Outline the emotional, physical, social, academic and financial impact of teenage pregnancy.	
4. Be aware of sources of support for parents.	4.1. List a range of support services available to parents.	
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

Title	Understanding the Decision-Making Process	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ744	
Unit Reference No	J/506/2471	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain knowledge of the decision-making process and factors to be considered.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the decision-making process.	1.1. Outline the decision-making process for individuals and groups. 1.2. Outline a range of decisions to include: a) daily decisions b) life changing	
2. Recognise the factors involved in the decision-making process.	2.1. List factors to be considered in making a specific decision. 2.2. Outline the result of a decision and the way the decision was made.	
3. Understand how to learn from mistakes within the decision-making process.	3.1. State the consequences of a decision that caused problems. 3.2. State how the decision might have been made differently to improve the outcome.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes. OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Peer Pressure	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ743	
Unit Reference No	F/506/2470	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and recognise peer pressure and the affects that this has on young people.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand what is meant by peer pressure.	1.1. Outline what is meant by peer pressure.	
2. Understand the origins of peer pressure.	2.1. Outline direct and indirect peer pressure and its origins. 2.2. Give examples of peer pressure for individuals.	
3. Recognise how peer pressure affects young people.	3.1. State the impact of positive and negative peer pressure on an individual's lifestyle. 3.2. Outline what can be done to limit negative peer pressure.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Cyberbullying	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ740	
Unit Reference No	Y/506/2460	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of Cyberbullying its effects and how to safeguard against it.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand cyberbullying.	1.1. State what cyberbullying is. 1.2. Identify forms of cyberbullying.	
2. Understand the effects of cyberbullying.	2.1. Identify the effects of cyberbullying. 2.2. Identify emotions associated with cyberbullying.	
3. Recognise sources of help and support for cyberbullying.	3.1. Outline sources of help and support for those involved in cyberbullying.	
4. Know how to safeguard against cyberbullying.	4.1. Identify how an individual can safeguard against bullying on: a) social networking sites b) mobile phones and smart phones c) emails and chat rooms 4.2. Outline ways to record incidences of cyberbullying.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes. OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Managing Risk	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ734	
Unit Reference No	J/506/2454	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise of situations involving risk and possible strategies to manage risk.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Recognise a range of situations involving risk to self and others.	1.1. Identify a range of situations involving risk to self and others. 1.2. Identify a situation involving risk where pressure could be used to influence others.	
2. Know how to manage risk.	2.1. Outline the positive and negative aspects of risk. 2.2. State why it is important to assess and manage risk. 2.3. Identify possible strategies to manage risk.	
3. Recognise own response to risk.	3.1. Identify reasons for own risk-taking and associated feelings.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Peer Leadership	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBB000	
Unit Reference No	A/506/8333	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain a knowledge and understanding of peer leadership skills.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand the role of peer leaders.	1.1. Outline the role of a peer leader. 1.2. State the qualities, skills and knowledge required to be an effective peer leader.	
2. Understand different leadership styles.	2.1. Identify different leadership styles that may be used in peer activities. 2.2. Identify own leadership style and how it can be applied to leading peer activities. 2.3. Outline the impact of group dynamics on leading group activities.	
3. Be able to plan, deliver and evaluate a peer leadership activity.	3.1. Plan and deliver a peer leadership activity. 3.2. Review own practice as a peer leader identifying areas for improvement.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding Equality and Diversity	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ780	
Unit Reference No	J/506/2518	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand aspects of equality and diversity.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand aspects of equality and diversity.	1.1. Describe what is meant by the terms equality and diversity. 1.2. Describe key legislation in relation to equality and diversity. 1.3. Describe cases of inequality in a range of situations. 1.4. Describe cases of positive and negative stereotyping and how diversity can benefit society. 1.5. Describe organisational bodies who work on equality issues.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding Equality and Diversity
<p>1. Understand aspects of equality and diversity.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of key terms – equality, diversity and stereotyping</li> <li>• Investigate key legislation in N.I. relating to equality and diversity</li> <li>• Descriptions of cases of inequality in a range of situations including inequalities such as:               <ul style="list-style-type: none"> <li>○ Racial</li> <li>○ Social</li> <li>○ Income and wealth inequality</li> <li>○ Gender</li> <li>○ Disability</li> <li>○ Sexuality and gender identity</li> <li>○ Inequality in health care</li> <li>○ Social class</li> </ul> </li> <li>• Descriptions of positive and negative stereotyping</li> <li>• Investigate cases which illustrate the benefit of diversity in society including how diversity enriches and benefits society</li> <li>• Research on different organisational bodies who work on equality issues</li> </ul>

Title	Understanding Beliefs and Values	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ765	
Unit Reference No	J/506/2504	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore own beliefs and values and how these may influence others.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand what is meant by beliefs and values.	1.1. Describe what is meant by beliefs and values. 1.2. Outline own beliefs and values. 1.3. Describe commonly held beliefs and values. 1.4. Compare own beliefs and values to those of other people/groups.	
2. Understand how values and beliefs can influence attitudes, opinions and behaviour.	2.1. Assess how values and beliefs may influence own attitudes, opinions and behaviour. 2.2. Assess how values and beliefs may influence the attitudes, opinions and behaviour of others: a) interpersonally b) globally	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding Beliefs and Values
<p>1. Understand what is meant by beliefs and values.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of beliefs and values</li> <li>• Difference and relationship between a belief and a value</li> <li>• Discussion on the range and most commonly held beliefs and values e.g.</li> <li>• Beliefs: <ul style="list-style-type: none"> <li>○ Murder is wrong</li> <li>○ Love is good</li> <li>○ You should help people in need</li> <li>○ You shouldn't lie</li> <li>○ You should brush your teeth</li> <li>○ You should be nice to people</li> <li>○ Giving it better than receiving</li> <li>○ Stealing is bad</li> </ul> </li> <li>• Values: <ul style="list-style-type: none"> <li>○ Respect - treating others with dignity and understanding, regardless of their background or beliefs</li> <li>○ Integrity - upholding honesty, truthfulness, and consistency in words and actions</li> <li>○ Empathy and Compassion</li> <li>○ Responsibility</li> <li>○ Justice and Fairness</li> <li>○ Freedom</li> <li>○ Cooperation</li> </ul> </li> <li>• Reflections considering personal beliefs and values</li> <li>• Comparison of own beliefs and values with others</li> </ul>
<p>2. Recognise how values and beliefs can influence attitudes, opinions and behaviour.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion/recap on definitions of attitudes and behaviours</li> <li>• Assessment and reflection of how values and beliefs influence personal attitudes, opinions, and behaviour</li> <li>• Assess how values and beliefs may influence the attitudes, opinions, and behaviour of others: (a) interpersonally and (b) globally, including: <ul style="list-style-type: none"> <li>○ work or volunteering</li> <li>○ friends</li> <li>○ interaction with others</li> <li>○ conflicts with others, teammates, manager/supervisor</li> <li>○ current /political situations locally/globally</li> </ul> </li> </ul>

Title	Prejudice and Discrimination	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ763	
Unit Reference No	M/506/2500	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the terms prejudice and discrimination and understand the value of Equal Opportunities legislation.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand what is meant by the terms prejudice and discrimination.	1.1. Describe what is meant by the terms prejudice and discrimination identifying any differences.	
2. Understand stereotypical attitudes in relation to prejudice and discrimination.	2.1. Examine how attitudes are formed and how they may be challenged. 2.2. Describe a range of stereotypes outlining positive and negative factors of each.	
3. Recognise consequences of prejudice and discrimination.	3.1. Describe ways in which prejudice may manifest itself. 3.2. Describe positive and negative consequences of prejudice and discrimination. 3.3. Describe how discrimination can lead to disadvantage.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Prejudice and Discrimination
<p>1. Understand what is meant by the terms prejudice and discrimination.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research and definitions of the terms Prejudice and Discrimination and differences in both, could include some of the following key terms. <ul style="list-style-type: none"> <li>○ Stereotyping</li> <li>○ Prejudice</li> <li>○ Labelling</li> <li>○ Equal opportunity</li> <li>○ Discrimination</li> <li>○ Direct Discrimination</li> <li>○ Indirect Discrimination</li> </ul> </li> </ul>
<p>2. Understand stereotypical attitudes in relation to prejudice and discrimination.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research and descriptions on how attitudes are formed and how they may be challenged. <ul style="list-style-type: none"> <li>○ Including attitude formation such as: <ul style="list-style-type: none"> <li>• Inherited</li> <li>• Learned through direct and indirect experiences</li> <li>• Based on beliefs,</li> <li>• Based on feelings</li> <li>• Based on behaviours</li> </ul> </li> <li>○ Including how to challenge attitudes such as: <ul style="list-style-type: none"> <li>• Examining response to a situation.</li> <li>• Awareness of source of attitude</li> <li>• Flexibility and openness (to others and to new experiences)</li> <li>• Respect, tolerance</li> <li>• Empathy - Try to think through the another's eyes to really understand what they experience and what they feel.</li> <li>• Promote learning about others</li> <li>• Try not to participate in negativity</li> </ul> </li> </ul> </li> <li>• Discussion on stereotypes and the associated positive and negative factors of each. <ul style="list-style-type: none"> <li>○ Stereotypes to include: <ul style="list-style-type: none"> <li>• Cultural stereotypes</li> <li>• Social stereotypes</li> <li>• Racial stereotypes</li> <li>• Gender stereotypes</li> <li>• Religious stereotypes</li> </ul> </li> </ul> </li> </ul>
<p>3. Recognise consequences of prejudice and discrimination.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on how prejudice may manifest itself including examples of prejudice based on: <ul style="list-style-type: none"> <li>○ Age</li> <li>○ Disability</li> <li>○ Gender reassignment</li> <li>○ Pregnancy and maternity</li> <li>○ Race</li> <li>○ Religion or belief</li> <li>○ Sex</li> <li>○ Sexual orientation</li> </ul> </li> </ul>

- Discussion and development of positive and negative consequences of prejudice and discrimination including:
  - Negative discrimination
    - Individuals/communities feeling vulnerable, frightened and worthless and lead to death
    - Constant exposure to ridicule and discrimination leads to a lowered self-esteem
    - Those subjected to such prejudice become unsure where they belong in society and develop hatred and anger directed both outwardly at those holding prejudices against them and inwardly for having the traits that attract such prejudices
    - Can prohibit individuals from living up to their true potential
    - Can create barriers for entire populations, such as women or minorities, seeking to enjoy the benefits of participating in mainstream society
    - Can degrade another person considered inferior
    - Can be insensitive or hostile
  - Positive discrimination
    - Legal requirement for better accessibility for people with disabilities
    - Diversity in the workplace
    - Targeted recruitment
    - Development of international campaigns, support services and charities such as pride, International Women’s Day, autism awareness, rainbow project, children in need etc (just a suggestion to include)
- Explore how discrimination can lead to disadvantage including:
  - Shame
  - Low self-esteem
  - Fear and stress
  - Poor health

Title	Exploring Cultural Diversity	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ757	
Unit Reference No	D/506/2492	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore cultural diversity within own community and understand how to promote community integration.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Recognise cultural traditions in own region.	1.1. Describe a range of different cultural traditions in own region including specific cultural practices.	
2. Understand racism and sectarianism.	2.1. Describe what is meant by racism and sectarianism. 2.2. Describe a range of examples of racism and sectarian behaviour and their impact on own local communities. 2.3. Compare strategies used by local communities to resolve contentious issues.	
3. Understand diversity in relation to own community emerging from conflict.	3.1. Describe diversity in relation to own community emerging from conflict. 3.2. Describe how own community can address the past.	
4. Recognise how respecting diversity can promote community integration.	4.1. Describe how respecting diversity can integrate communities. 4.2. Outline advantages of living in a diverse society.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Exploring Cultural Diversity
1. Recognise cultural traditions in own region.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of Culture and Tradition and difference between each</li> <li>• Discussion and descriptions of types of Cultural Traditions and Cultural Practices</li> <li>• Explore different Cultural Traditions and Cultural Practices in own local area such as:               <ul style="list-style-type: none"> <li>○ Community festivals - St. Patrick's Day, 12th of July, Chinese New Year, Ramadan, Diwali, Hanukkah</li> <li>○ Bonfires</li> <li>○ Flags</li> <li>○ Language</li> <li>○ Religion</li> <li>○ Music</li> </ul> </li> </ul>
2. Understand racism and sectarianism.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of the terms racism and sectarianism with examples of each – including discussion of online research and dictionary definitions</li> <li>• Examples of how racist and sectarian behaviour impacts own community with types of racist and sectarian behaviours</li> <li>• Examination of different strategies used by local communities to resolve contentious issues including:               <ul style="list-style-type: none"> <li>○ Understand the conflict/contentious issue</li> <li>○ Communicate with the opposition</li> <li>○ Brainstorm possible resolutions</li> <li>○ Choose the best resolution</li> <li>○ Use a third-party mediator</li> <li>○ Explore alternatives</li> <li>○ Cope with stressful situations and pressure tactics</li> <li>○ Bring all sides together in events and activities such as:                   <ul style="list-style-type: none"> <li>• Educational/cultural awareness training/workshops</li> <li>• Community events /community fun days/ cultural events</li> <li>• Environmental activities – community clean ups</li> <li>• Cultural food events</li> <li>• Music/dance festivals</li> </ul> </li> </ul> </li> </ul>
3. Understand diversity in relation to own community emerging from conflict.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Description on how own community is emerging from conflict including a reflection on:               <ul style="list-style-type: none"> <li>○ The background to conflict in own community</li> <li>○ How it has been affected by past conflict</li> <li>○ How it is emerging from conflict</li> </ul> </li> <li>• Explore strategies that aid communities emerging from conflict, including:               <ul style="list-style-type: none"> <li>○ Storytelling programmes</li> <li>○ Initiatives to address the past</li> <li>○ Cross community intergenerational activity</li> <li>○ Community groups</li> <li>○ Conflict resolution organisations</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Organisations and groups which facilitate workshops and bring people together including:             <ul style="list-style-type: none"> <li>○ The Share Centre</li> <li>○ Bloody Sunday Trust</li> <li>○ WAVE</li> </ul> </li> </ul>
<p>4. Recognise how respecting diversity can promote community integration.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Explanations on how respecting diversity can integrate communities</li> <li>• Ways to respect diversity and the benefits of living in a diverse society</li> <li>• Discussion on the advantages of living in a diverse society, including:             <ul style="list-style-type: none"> <li>• Cultural enrichment</li> <li>• Greater creativity</li> <li>• Better lifestyle</li> <li>• Stronger community ties</li> <li>• Greater civic engagement</li> <li>• Economic growth</li> </ul> </li> </ul>

Title	Assertiveness	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ755	
Unit Reference No	R/506/2490	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand assertiveness. The learner will also be required to demonstrate assertive behavior in a given situation.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand assertiveness.	1.1. Describe assertiveness. 1.2. Compare examples of the following behaviours: a) assertive b) passive c) aggressive	
2. Understand how to be assertive.	2.1. Describe the benefits of being assertive. 2.2. Describe a range of situations where assertiveness could be used to achieve a desired outcome. 2.3. Demonstrate assertive behaviour in a given situation. 2.4. Describe the importance of self-control and the possible consequences of losing control when being assertive.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Assertiveness
1. Understand assertiveness.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Identification and explanation of assertiveness, including dictionary definition and own definition</li> <li>• Introducing different types of assertiveness in different contexts including               <ul style="list-style-type: none"> <li>○ Assertiveness at work/school                   <ul style="list-style-type: none"> <li>▪ Confidently expressing ideas</li> <li>▪ Negotiating for needs</li> <li>▪ Contributing as a valuable team member</li> </ul> </li> <li>○ Assertiveness in personal relationships                   <ul style="list-style-type: none"> <li>▪ Expressing needs and boundaries assertively</li> <li>▪ Communicating feelings and opinions</li> <li>▪ Addressing conflicts</li> </ul> </li> </ul> </li> <li>• Exploration of what it means to be assertive</li> <li>• Introduction, discussion and identification of behaviours such as:               <ul style="list-style-type: none"> <li>○ Assertive</li> <li>○ Passive</li> <li>○ Aggressive</li> </ul> </li> <li>• Examples of scenarios where such behaviours may be demonstrated</li> </ul>
2. Understand how to be assertive.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on assertiveness and the benefits of being assertive</li> <li>• Exploration of different situations where assertiveness could be used to achieve a desired outcome</li> <li>• Exploration of self-control</li> <li>• Discussion on the consequences of losing control when being assertive</li> <li>• Techniques to maintain self-control when being assertive such as:               <ul style="list-style-type: none"> <li>○ Use 'I' statements. Using 'I' statement lets others know what you're thinking or feeling without sounding accusatory</li> <li>○ Practise saying 'no'. If you have a hard time turning down requests, try saying, "No, I can't do that now"</li> <li>○ Don't hesitate — be direct</li> <li>○ Rehearse what you want to say, say what you want to say out loud</li> <li>○ Use positive body language</li> <li>○ Remain calm and respectful</li> </ul> </li> </ul>

Title	Improving Confidence and Self-Esteem	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ759	
Unit Reference No	K/506/2494	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand confidence and self-esteem issues and strategies for improvement.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand confidence and how it may be improved for an individual.	1.1. Describe confidence. 1.2. Describe the benefits of being confident and how this may influence others' perceptions of an individual. 1.3. Describe how lacking confidence might influence others' perceptions of an individual. 1.4. Describe strategies for building confidence. 1.5. Give a range of examples of confidence building strategies in different contexts.	
2. Understand self-esteem and how it may be improved for an individual.	2.1. Describe self-esteem. 2.2. Describe the factors that affect self-esteem. 2.3. Describe how low self-esteem might influence others' perceptions of an individual. 2.4. Describe strategies for building self-esteem.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Improving Confidence and Self-Esteem
1. Understand confidence and how it may be improved for an individual.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on the meaning of confidence, and what it means to be confident with descriptions of confidence in different contexts</li> <li>• Research on the qualities of a confident person including:               <ul style="list-style-type: none"> <li>○ Self-Belief</li> <li>○ Assertiveness</li> <li>○ Optimism</li> <li>○ Poise</li> <li>○ Solid eye contact</li> <li>○ Firm</li> <li>○ Speak with a deliberate tone</li> <li>○ Stand up for others</li> <li>○ Do what is right</li> </ul> </li> <li>• Detailed descriptions of the benefits of being confident</li> <li>• Exploration of how being confident may influence others' perceptions of an individual</li> <li>• Exploration of how lacking confidence might influence others' perceptions of an individual</li> <li>• Research strategies for building confidence such as:               <ul style="list-style-type: none"> <li>○ Identify your strengths and weaknesses</li> <li>○ Set realistic goals</li> <li>○ Practice self-care</li> <li>○ Don't take it personally</li> <li>○ Practice self-compassion</li> <li>○ Embrace failure</li> </ul> </li> </ul>
2. Understand self-esteem and how it may be improved for an individual.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on the meaning of self-esteem and the factors that affect self-esteem including:               <ul style="list-style-type: none"> <li>○ Genetics</li> <li>○ Personality</li> <li>○ Life experiences</li> <li>○ Age</li> <li>○ Health</li> <li>○ Thoughts</li> <li>○ Social circumstances</li> <li>○ The reactions of others</li> <li>○ Comparing self to others</li> </ul> </li> <li>• Discussion on Self-Esteem vs. Self-Confidence</li> <li>• Discussion on low self-esteem and how it might influence others' perceptions of an individual - use of case studies</li> <li>• Research on strategies for building self-esteem such as:               <ul style="list-style-type: none"> <li>○ Use hopeful statements - be kind and encouraging to yourself</li> <li>○ Forgive yourself. Everyone makes mistakes</li> <li>○ Avoid 'should' and 'must' statements</li> <li>○ Focus on the positive</li> <li>○ Consider what you've learned</li> <li>○ Explore upsetting thoughts – relabel into positive thinking</li> <li>○ Encourage yourself</li> </ul> </li> </ul>

Title	Participating in a Personal Well-Being Enrichment Activity	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ761	
Unit Reference No	F/506/2520	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain knowledge and skills from participating in a personal well-being activity.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Be able to participate in an enrichment activity to promote personal well-being.	1.1. Explain the aims and objectives of the activity. 1.2. Participate in an enrichment activity to promote personal well-being.	
2. Understand the benefits of participating in an enrichment activity to promote personal well-being.	2.1. Describe own contribution to the agreed enrichment activity including knowledge and/or skills gained. 2.2. Assess the benefits of participating in an enrichment activity to promote personal well-being for self and others. 2.3. Describe ways in which the activity could have been improved.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Participating in a Personal Well-Being Enrichment Activity
<p>1. Be able to participate in an enrichment activity to promote personal well-being.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on a range of different types of Well-Being Enrichment Activities, such as:               <ul style="list-style-type: none"> <li>○ Well-being Workshops</li> <li>○ Nature Walks</li> <li>○ Yoga</li> <li>○ Cooking Healthy Meals</li> <li>○ Gardening</li> <li>○ Volunteer Work</li> <li>○ Reading</li> <li>○ Meditation</li> <li>○ Journaling</li> <li>○ Dance Classes</li> <li>○ Socialising</li> <li>○ Group Fitness Classes</li> <li>○ Art Workshops</li> <li>○ Mindfulness</li> <li>○ Hiking</li> <li>○ Music Lessons</li> <li>○ Coding</li> <li>○ Digital arts and crafts</li> <li>○ Minecraft</li> <li>○ AI exploration</li> <li>○ Maths</li> <li>○ Design</li> <li>○ Photography</li> <li>○ Theatre/acting/drama</li> </ul> </li> <li>• Support learners to select, complete and evaluate a personal well-being enrichment activity including:               <ul style="list-style-type: none"> <li>○ Planning the activity</li> <li>○ Carrying out the activity</li> </ul> </li> </ul>
<p>2. Understand the benefits of participating in an enrichment activity to promote personal well-being.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Self-reflection enrichment activity including knowledge and/or skills gained/developed</li> <li>• Assessment of the benefits of participating in an enrichment activity to promote personal well-being for self and others</li> <li>• Evaluation of the activity including:               <ul style="list-style-type: none"> <li>○ What went well</li> <li>○ What could have been improved</li> </ul> </li> </ul>

Title	Using Interpersonal Communication Skills	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ777	
Unit Reference No	T/506/2515	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of effective interpersonal communication skills and how to apply these.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Recognise the importance of effective interpersonal communication skills.	1.1. Explain the importance of effective interpersonal communication skills with examples including: <ul style="list-style-type: none"> <li>a) active listening</li> <li>b) non-verbal communication</li> <li>c) appropriateness of language and tone</li> </ul> 1.2. Describe possible barriers to communication.	
2. Be able to demonstrate effective interpersonal communication skills.	2.1. Demonstrate and assess own effective interpersonal communication skills. 2.2. Apply strategies to overcome barriers to communication.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Using Interpersonal Communication Skills
<p>1. Recognise the importance of effective interpersonal communication skills.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on interpersonal communication skills</li> <li>• Definitions of interpersonal communication skills</li> <li>• Exploration of the importance of effective interpersonal communication skills with examples including: <ul style="list-style-type: none"> <li>○ Active listening</li> <li>○ Non-verbal communication</li> <li>○ Appropriateness of language and tone</li> </ul> </li> <li>• Exploration of different barriers to communication, including examples of communication barriers, such as: <ul style="list-style-type: none"> <li>○ Physical barriers - These barriers are environmental challenges people face during communication due to their surroundings, such as social distancing, online communication</li> <li>○ Emotional barriers - This barrier can stem from a person's existing feelings toward a subject or person(s) involved in the communication process and resulting from emotions such as mistrust and fear</li> <li>○ Cultural barriers - These barriers derive from differences in a variety of categories, such as religion, language, traditions, and power distance. Language communication barriers also refer to how a person speaks both verbally and non-verbally.</li> <li>○ Cognitive barriers - Cognitive barriers are a combination of emotional and cultural barriers, such as word connotation affecting the message during the communication process.</li> <li>○ Systematic barriers - These barriers stem from a lack of structure in an environment, often seen in workplaces where roles are not clearly assigned or vocalised</li> </ul> </li> </ul>
<p>2. Be able to demonstrate effective interpersonal communication skills.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Self-reflection of individual effective interpersonal communication skills</li> <li>• Demonstration of communication skills through a role play. Communication skills that could be used: <ul style="list-style-type: none"> <li>○ Active listening</li> <li>○ Adapting your communication style to your audience</li> <li>○ Friendliness</li> <li>○ Confidence</li> <li>○ Offering and taking feedback</li> <li>○ Volume and clarity</li> <li>○ Empathy</li> <li>○ Respect</li> <li>○ Understanding body language</li> <li>○ Responsiveness</li> </ul> </li> <li>• Role plays could include: <ul style="list-style-type: none"> <li>○ Telephone conversation</li> <li>○ Doctor's appointment</li> <li>○ Immigration office</li> <li>○ Looking for accommodation</li> <li>○ Booking a hotel room</li> <li>○ Job interview</li> <li>○ Casual talk</li> <li>○ Debate</li> </ul> </li> <li>• Assessment of effectiveness of own communication skills. This will include examining the following:</li> </ul>

	<ul style="list-style-type: none"><li>○ Self-reflection</li><li>○ Seek feedback</li><li>○ Use self-assessment tools</li><li>○ Evaluate specific skills</li><li>○ Set goals</li><li>• Strategies to overcome barriers to communication including:<ul style="list-style-type: none"><li>○ Choose an appropriate time</li><li>○ Clear and simple language</li><li>○ Active listening</li><li>○ Awareness of non-verbal communication</li><li>○ Use visual aids</li></ul></li></ul>
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Title	Exploring Own Personal Identity	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ772	
Unit Reference No	D/506/2511	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by personal identity and its relationship to self-esteem and confidence.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand the concept of personal identity and how it can affect an individual and their role in society.	1.1. Describe what is meant by personal identity. 1.2. Describe factors that shape the personal identity of self and others. 1.3. Describe how a positive personal identity can help an individual contribute to society.	
2. Understand the relationship between self-esteem, confidence and personal identity.	2.1. Describe what is meant by self-esteem and confidence. 2.2. Describe the relationship between personal identity and self-esteem.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Exploring Own Personal Identity
1. Understand the concept of personal identity and how it can affect an individual and their role in society.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Description of what is meant by personal identity</li> <li>• Discussion and creation of personal fact file including:               <ul style="list-style-type: none"> <li>○ Physical features</li> <li>○ Likes and dislikes</li> <li>○ Hobbies</li> <li>○ Special abilities</li> <li>○ Qualities</li> <li>○ Ambitions</li> </ul> </li> <li>• Factors that shape the personal identity of self and others including:               <ul style="list-style-type: none"> <li>○ Internal and external factors like society, family, loved ones, ethnicity, race, culture, location, opportunities, media, interests, appearance, self-expression and life experiences</li> </ul> </li> <li>• Exploration of the link between positive personal identity and how an individual contributes to society</li> </ul>
2. Understand the relationship between self-esteem, confidence and personal identity.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of self-esteem and confidence</li> <li>• Exploration of the factors that influence self-esteem and confidence e.g.               <ul style="list-style-type: none"> <li>○ Results at school or college.</li> <li>○ Social media or adverts.</li> <li>○ The level of support we receive from people we trust.</li> <li>○ Our body image and how we feel about our appearance.</li> <li>○ Our achievements or skills.</li> <li>○ Our relationships – family and friends</li> </ul> </li> <li>• Exploration of the relationship between personal identity and self-esteem</li> <li>• Identification of the characteristics of:               <ul style="list-style-type: none"> <li>○ Low self Esteem                   <ul style="list-style-type: none"> <li>• Lack of confidence</li> <li>• Negative social comparisons</li> <li>• Trouble asking for help</li> <li>• Worry and doubt</li> <li>• Difficulty accepting compliments</li> <li>• Negative self-talk</li> <li>• Fear of failure</li> <li>• Poor outlook of the future</li> <li>• Being a people-pleaser</li> </ul> </li> <li>○ High Self Esteem                   <ul style="list-style-type: none"> <li>• Creative</li> <li>• Decisive</li> <li>• Positive and confident</li> <li>• Speak up, calmly and kindly telling others their opinions and what their own wants and needs are</li> <li>• Assertive</li> <li>• Avoid dwelling on past negative experiences</li> <li>• Have loving and respectful relationships</li> <li>• Resilient</li> <li>• Not easily intimidated</li> </ul> </li> </ul> </li> </ul>

Title	Personal Motivation	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ762	
Unit Reference No	F/506/2498	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand own personal motivation and how it may be improved.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand motivation and its impact.	1.1. Describe what is meant by motivation. 1.2. Explain, with examples, what is meant by extrinsic and intrinsic motivational factors. 1.3. Assess the impact on self and others of a lack of motivation.	
2. Understand levels of personal motivation.	2.1. Assess levels of personal motivation and how it may be improved. 2.2. Analyse a situation when own motivation was: a) low b) high	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Personal Motivation
1. Understand motivation and its impact.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on definition of motivation - tips for finding motivation</li> <li>• Explanations and examples, of extrinsic and intrinsic motivational factors</li> <li>• Discussion and descriptions on how a lack of motivation manifests itself generally</li> <li>• Examples and scenarios around how lack of motivation impacts on the individual and others</li> </ul>
2. Understand levels of personal motivation.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Ways to assess the impact of a lack of motivation on self and others</li> <li>• Direction and assistance to support learners to complete personal assessment of own levels of motivation and how it may be improved.</li> <li>• Reflective examination of own personal levels of motivation in a range of areas including: <ul style="list-style-type: none"> <li>○ Personal drive to achieve, improve or to meet certain standards</li> <li>○ Commitment to personal goals</li> <li>○ Initiative</li> <li>○ Optimism and resilience</li> </ul> </li> <li>• Analyse own response to a situation where motivation was high and one where motivation with consideration of: <ul style="list-style-type: none"> <li>○ Signs of low motivation <ul style="list-style-type: none"> <li>• Difficulty starting tasks</li> <li>• Procrastination</li> <li>• Lack of energy</li> <li>• Disinterest in activities</li> <li>• Negative self-talk</li> </ul> </li> <li>○ Signs of high motivation <ul style="list-style-type: none"> <li>• Energy – not necessarily being extrovert, but alertness and quiet resolve</li> <li>• Commitment – to the common purpose</li> <li>• Staying power – in the face of problems/difficulties/setbacks</li> <li>• Purpose and ambition</li> <li>• Single-mindedness – energy applied in a single direction</li> <li>• Enjoyment – goes hand in hand with motivation</li> <li>• Responsibility – willingness to seek and accept it</li> </ul> </li> </ul> </li> </ul>

Title	Managing Personal Finances	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBD358	
Unit Reference No	L/507/9935	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the difference between income and expenditure. The learner will also be required to produce a personal budget plan.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand personal budget planning.	1.1. Illustrate income and expenditure and how they relate to a budget plan. 1.2. Develop and review a personal budget plan including actual spend. 1.3. Outline the benefits of personal budget planning.	
2. Be aware of the consequences of borrowing money.	2.1. Describe the advantages and disadvantages of borrowing money. 2.2. Outline the implications of borrowing money through “buy now pay later” schemes. 2.3. Describe the implications of debt on an individual.	
3. Be aware of sources of support for individuals managing debt.	3.1. Outline a range of support services / agencies that assist individuals to manage debt.	
4. Understand savings.	4.1. Summarise the benefits of saving. 4.2. Compare a range of saving plans and justify own personal preference.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Managing Personal Finances
1. Understand personal budget planning.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research and discussion on income and expenditure and their importance in budget plans</li> <li>• Preparation and review of a personal budget plan focusing on income and expenditure</li> <li>• Identification of ways to reduce expenditure such as as:               <ul style="list-style-type: none"> <li>○ Create a budget</li> <li>○ Cancel unnecessary subscriptions</li> <li>○ Meal plan</li> <li>○ Switch credit cards</li> <li>○ Compare insurance policies</li> <li>○ Consolidate debts</li> <li>○ Track spending</li> <li>○ Establish realistic goals</li> <li>○ Use coupons/vouchers</li> <li>○ Make a shopping list</li> <li>○ Maximise energy efficiency</li> <li>○ Pay bills online</li> <li>○ Buy generic/used/pre-loved</li> <li>○ Update subscriptions</li> <li>○ Avoid temptation</li> <li>○ Save before you spend</li> <li>○ Shop with a list</li> <li>○ Buy in bulk</li> </ul> </li> <li>• Awareness of the different types of expenses:               <ul style="list-style-type: none"> <li>○ Fixed (such as rent or mortgage repayments)</li> <li>○ Variable (such as food or clothing)</li> <li>○ Irregular (such as repairs or gifts)</li> <li>○ Discretionary (such as holidays or luxury items)</li> </ul> </li> <li>• Discussion and explanations on the benefits of personal budget planning</li> <li>• Support to learners to complete a personal budget plan</li> </ul>
2. Be aware of the consequences of borrowing money.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on ‘Borrowing Money’ including:               <ul style="list-style-type: none"> <li>○ Advantages</li> <li>○ Disadvantages</li> </ul> </li> <li>• Identification of the implications of borrowing money through “buy now pay later” schemes.</li> <li>• Discussion on Debt, and the impacts of debt on an individual. e.g.               <ul style="list-style-type: none"> <li>○ Households can end up paying back far more than they borrowed</li> <li>○ Repayments can mean they don’t have sufficient income</li> <li>○ Related to financial exclusion, family breakdown and poor physical and mental health</li> </ul> </li> <li>• Strategies to avoid unnecessary debt including:               <ul style="list-style-type: none"> <li>○ Build an emergency fund</li> <li>○ Create a budget and stick to it</li> <li>○ Develop savings habits – coin jar/£5 Friday (save £5 every Friday)</li> <li>○ Keep track of your bills</li> <li>○ Pay your credit card bill in full each month/ set up direct debit</li> <li>○ Only borrow what you need</li> <li>○ Maintain a good credit score</li> <li>○ Use caution with buy now, pay later plans</li> </ul> </li> </ul>

<p>3. Be aware of sources of support for individuals managing debt.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on support services / agencies that assist individuals to manage debt</li> </ul>
<p>4. Understand savings.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on the benefits of Saving including:             <ul style="list-style-type: none"> <li>○ It helps in emergencies</li> <li>○ Cushions against sudden job loss</li> <li>○ Helps finance those big-ticket items and major life events</li> <li>○ Limits debt</li> <li>○ Helps prepare for retirement</li> </ul> </li> <li>• Identification of ways to save:             <ul style="list-style-type: none"> <li>○ Record your expenses</li> <li>○ Include saving in your budget</li> <li>○ Find ways to cut spending</li> <li>○ Review recurring charges</li> <li>○ Wait before you buy</li> <li>○ Set savings goals</li> <li>○ Determine your financial priorities</li> <li>○ Open a savings account</li> <li>○ Make saving automatic - automated transfers accounts</li> <li>○ Count your coins and bills</li> <li>○ Prep for grocery shopping</li> </ul> </li> </ul>

Title	Understanding Drugs and Substance Misuse	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ767	
Unit Reference No	R/506/2506	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of drug and substance misuse and associated risks.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand drugs and substance misuse and associated risks.	1.1. Describe a range of legal and illegal drugs and other substances. 1.2. Describe the classification system of illegal drugs. 1.3. Describe why people may use substances legitimately. 1.4. Explain why people may misuse substances. 1.5. Outline the ethical arguments for and against the legalisation of a specific substance. 1.6. Describe the risks associated with drug and substance misuse. 1.7. Assess the impact of long-term drug and substance misuse on daily life.	
2. Know how to access sources of help/support relating to substance misuse.	2.1. Describe how to access help/support relating to drug and substance misuse.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title : Understanding Drugs and Substance Misuse
1. Understand drugs and substance misuse and associated risks.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research into and identification of legal and illegal drugs and other substances.</li> <li>• Descriptions on a range of legal and illegal drugs and other substances including:               <ul style="list-style-type: none"> <li>○ Legal                   <ul style="list-style-type: none"> <li>▪ alcohol</li> <li>▪ caffeine</li> <li>▪ nicotine</li> <li>▪ prescribed and over-the-counter medications</li> </ul> </li> <li>○ Illegal                   <ul style="list-style-type: none"> <li>▪ cannabis</li> <li>▪ amphetamines</li> <li>▪ ecstasy</li> <li>▪ cocaine</li> <li>▪ heroin</li> </ul> </li> </ul> </li> <li>• Discussion on what is substance misuse and commonly abused drugs</li> <li>• Research on the classification system of Illegal Drugs               <ul style="list-style-type: none"> <li>○ Class A</li> <li>○ Class B</li> <li>○ Class C</li> </ul> </li> <li>• Discussion on why people may use substances legitimately</li> <li>• Discussion on reasons for using/abusing drugs/substances including               <ul style="list-style-type: none"> <li>○ Experimental purposes</li> <li>○ History within the family</li> <li>○ Prescription drugs</li> <li>○ Loneliness</li> <li>○ Peer pressure</li> <li>○ The 'feel good' feeling</li> <li>○ Mental health illnesses</li> </ul> </li> <li>• Research on the ethical arguments for and against the legalisation of different substances</li> <li>• Research, descriptions and assessment on the risks associated with long-term misuse of drugs/substances and the impact on daily life</li> </ul>
2. Know how to access sources of help/support relating to substance misuse.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on how to access help and support in relation to drugs or substance misuse, including:               <ul style="list-style-type: none"> <li>○ agencies that provide help and support</li> <li>○ type of help or support provided by each agency</li> </ul> </li> </ul>

Title	Understanding Healthy Lifestyles	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ768	
Unit Reference No	Y/506/2507	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of a balanced diet and regular exercise and how it contributes to a healthy lifestyle.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. Describe the importance of a balanced diet to a healthy lifestyle. 1.2. Describe the essential food groups of a balanced diet.	
2. Understand how exercise contributes to a healthy lifestyle.	2.1. Describe how exercise contributes to a healthy lifestyle. 2.2. Compare different types of exercise and their effectiveness.	
3. Understand emotional and mental well-being.	3.1. Describe what is meant by emotional and mental well-being. 3.2. Describe the importance of a work/life balance on emotional and mental well-being.	
4. Know how to improve own lifestyle.	4.1. Assess own lifestyle in relation to physical and mental health, and emotional well-being. 4.2. Assess sources of information and/or support and how they can be accessed. 4.3. Produce a plan to improve own lifestyle.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding Healthy Lifestyles
<p>1. Understand the importance of a balanced diet to a healthy lifestyle.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Descriptions on the importance of a balanced diet to a healthy lifestyle such as: <ul style="list-style-type: none"> <li>○ Supports good physical and a good mental health.</li> <li>○ Helps in proper growth of the body</li> <li>○ Increases the capacity to work.</li> <li>○ Increases the ability to fight or resist diseases</li> </ul> </li> <li>• Research into the essential food groups of a balanced diet and</li> <li>• Identification and explanation with examples of healthy / unhealthy diets including: <ul style="list-style-type: none"> <li>○ Unhealthy diets <ul style="list-style-type: none"> <li>▪ Means that you are eating too much of the wrong type of food</li> <li>▪ Major drivers of noncommunicable diseases (NCDs)</li> <li>▪ Contribute to being overweight and obesity as well as other diet-related illnesses like type 2 diabetes, cardiovascular disease, stroke and some cancers</li> <li>▪ Contain calorific and fatty foods</li> <li>▪ Can be caused by eating out and an increase in food portion sizes, combined with a lower intake of fruit, vegetables, and high-fibre foods</li> </ul> </li> <li>○ Healthy diets <ul style="list-style-type: none"> <li>▪ A healthy diet means that you are eating all the right things, eating a wide variety of foods in the right proportions and consuming the right amount of food and drink to achieve and maintain a healthy body weight</li> <li>▪ Helps to protect against malnutrition and noncommunicable diseases (NCDs), including diabetes, heart disease, stroke and cancer</li> <li>▪ Energy intake (calories) should be in balance with energy expenditure</li> </ul> </li> </ul> </li> <li>• Researching the <b>Healthy Eating Pyramid</b></li> </ul>
<p>2. Understand how exercise contributes to a healthy lifestyle.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on exercise and a healthy lifestyle</li> <li>• Research different types of exercise and their effectiveness including: <ul style="list-style-type: none"> <li>○ Aerobic exercise</li> <li>○ Strength training</li> <li>○ Stretching</li> <li>○ Balance exercises</li> <li>○ Sports</li> </ul> </li> <li>• Explanations on the benefits of exercise to a healthy lifestyle and the effectiveness of different types of exercise</li> </ul>
<p>3. Understand emotional and mental well-being.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Consideration of the terms emotional and mental well-being.</li> <li>• Identification of key indicators of good mental well-being including: <ul style="list-style-type: none"> <li>○ Feel confident in yourself</li> <li>○ Build and maintain positive relationships</li> <li>○ Have a sense of purpose</li> <li>○ Live and work productively</li> <li>○ Cope with the normal stresses of day-to-day life</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Manage when things change</li> <li>● Identification of what can affect mental well-being including:             <ul style="list-style-type: none"> <li>○ Childhood abuse, trauma, or neglect</li> <li>○ Social isolation or loneliness</li> <li>○ Experiencing discrimination and stigma, including racism</li> <li>○ Social disadvantage, poverty or debt</li> <li>○ Bereavement (losing someone close to you)</li> <li>○ Severe or long-term stress</li> <li>○ Having a long-term physical health condition</li> </ul> </li> <li>● Discussion on the importance of a work/life balance and its impact on emotional and mental well-being</li> </ul>
<p>4. Know how to improve own lifestyle.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>● Assessment of individual lifestyle</li> <li>● Consideration of how a positive and healthy lifestyle contributes to an individuals' physical and mental health and emotional well-being.</li> <li>● Identification of different sources of information and support</li> <li>● Research on how to access different sources of information and support</li> </ul>

Title	Exploring Environmental Issues	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ758	
Unit Reference No	H/506/2493	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore environmental issues and identify ways to protect the environment		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand ways to protect the environment.	1.1. Describe the importance of a clean and safe environment for a healthy life. 1.2. Give a range of local agencies responsible for protecting the environment. 1.3. Describe a range of methods which can be used by organisations and individuals to protect the environment.	
2. Understand an environmental issue.	2.1. Describe problems associated with an environmental issue and possible ways to address it.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Exploring Environmental Issues
<p>1. Understand ways to protect the environment.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on the importance of a clean and safe environment for a healthy life</li> <li>• Descriptions of importance of a clean and safe environment for a healthy life, including:               <ul style="list-style-type: none"> <li>○ Serves as the backbone for human well-being, covering physical, emotional, and psychological aspects</li> <li>○ Essential requirement for healthy development in children and for the overall mental and emotional health of adults</li> <li>○ Creates a sense of pride</li> <li>○ Ensures clean and safe waterways/parks</li> </ul> </li> <li>• Evaluation of the local agencies responsible for protecting the environment, including:               <ul style="list-style-type: none"> <li>○ Contact details and</li> <li>○ Information on the organisation and type of work they do</li> </ul> </li> <li>• Discussion on methods which can be used to protect the environment including by:               <ul style="list-style-type: none"> <li>○ Organisations</li> <li>○ Individuals</li> </ul> </li> </ul>
<p>2. Understand an environmental issue.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Support for learners to select an individual environmental project to study, considering:               <ul style="list-style-type: none"> <li>○ Problems associated with an environmental issue</li> <li>○ Possible ways to address it.</li> <li>○ Presentation of findings from the project</li> <li>○ Action plan to address the issue</li> <li>○ Evaluation of the action plan and revisions</li> </ul> </li> </ul>

Title	Personal Improvement Through Sport	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ781	
Unit Reference No	L/506/2519	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the benefits of taking part in sporting activities. The learner will also be required to participate in a sporting activity over a period of time.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand physical and emotional benefits of participating in sporting activities.	1.1. Describe physical and emotional benefits of participating in sporting activities.	
2. Understand health and safety requirements when participating in sporting activities.	2.1. Identify health and safety requirements relating to a range of sporting activities.	
3. Be able to participate in a sporting activity.	3.1. Select a sport which meets personal requirements and explain reasons for choice. 3.2. Demonstrate skills in a sporting activity over a period of time considering: <ul style="list-style-type: none"> <li>a) following instructions</li> <li>b) appropriate dress and equipment</li> <li>c) time management.</li> <li>d) warm up and cool down activities</li> <li>e) knowledge of rules, regulations, and tactics</li> <li>f) health and safety guidelines before, during and after activity</li> </ul>	
4. Be able to review own performance.	4.1. Describe own strengths and areas for improvement in a sporting activity.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Personal Improvement Through Sport
1. Understand physical and emotional benefits of participating in sporting activities.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on the physical and emotional benefits of participating in sporting activities, including:               <ul style="list-style-type: none"> <li>○ Positive impact of sports</li> <li>○ Physical benefits</li> <li>○ Social benefits</li> <li>○ Health benefits of physical activity - emotional and physical</li> </ul> </li> </ul>
2. Understand health and safety requirements when participating in sporting activities.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Identification of the health and safety requirements relating to a range of different sporting activities</li> <li>• Identification of different methods of preventing injury in sporting performances including:               <ul style="list-style-type: none"> <li>○ Following rules</li> <li>○ Always using protective equipment and clothing</li> <li>○ Ensuring that all protection is in good working condition</li> </ul> </li> <li>• Awareness of staying safe in sport including:               <ul style="list-style-type: none"> <li>○ Warm up and cool down</li> <li>○ Avoid overtraining</li> <li>○ Wear the appropriate clothing and footwear for the specific activity</li> <li>○ Complete stretches but not over-stretch</li> <li>○ Always employ the correct technique</li> <li>○ Take plenty of rest between high intensity sessions</li> </ul> </li> </ul>
3. Be able to participate in a sporting activity.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on a range of sporting activities including:               <ul style="list-style-type: none"> <li>○ Gaelic/Soccer/Football/Rugby</li> <li>○ Cricket</li> <li>○ Tennis</li> <li>○ Golf</li> <li>○ Basketball</li> <li>○ Baseball</li> <li>○ Hockey/Camogie/Hurling</li> <li>○ Snooker</li> <li>○ Volleyball</li> <li>○ Archery for Kids</li> <li>○ Athletics Sessions</li> <li>○ Badminton</li> <li>○ Boccia</li> <li>○ Dodgeball for Kids</li> </ul> </li> <li>• Assisting learners to select a sport of choice</li> <li>• Supporting learners to demonstrate skills in a sporting activity over a period of time</li> <li>• Individual evaluations and individual reflection on the sporting activity selected</li> </ul>

4. Be able to review own performance.

**Scope**

Teaching will cover:

- Discussion and evaluation of individual performance in the sporting activities selected
- Assisting learners to complete a personal performance log based on the review of performance to include:
  - Description of the activity and own role
  - Identification of own strengths and areas for improvement
  - Identification of an action plan to address areas for improvement

Title	Understanding Sex and Relationships	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ775	
Unit Reference No	K/506/2513	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of the range of sexual relationships and how to maintain good sexual health.		
Learning Outcomes	Assessment Criteria	
1. Understand the range of sexual relationships and the associated risks.	1.1. Describe the range of sexual relationships. 1.2. Describe what is meant by a consensual sexual relationship. 1.3. Describe cultural differences regarding sexual relationships and marriage. 1.4. Describe risks associated with a sexual relationship and how they may be minimised or avoided.	
2. Understand law in relation to sex and sexuality.	2.1. Describe legal issues in relation to age of consent, marriage, cohabitation and abuse.	
3. Understand how the body works in relation to sexual activity.	3.1. Describe changes in the male and female body during sexual activity.	
4. Be aware of contraception methods.	4.1. Compare methods of contraception and the advantages and disadvantages of each. 4.2. Describe sources of further information and support available.	
5. Know how to maintain good sexual health.	5.1. Describe causes and effects of STIs including HIV and AIDS. 5.2. Describe how to maintain good sexual health. 5.3. Describe sources of further information and support available.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Learning Outcome	Unit Title: Understanding Sex and Relationships
<p>1. Understand the range of sexual relationships and the associated risks.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on the responsibilities of relationships</li> <li>• Research and descriptions of different sexual relationships including: <ul style="list-style-type: none"> <li>○ Heterosexual relationship</li> <li>○ Homosexual relationship</li> <li>○ Casual sexual relationship</li> <li>○ Sexual relationship outside of marriage (pre-marital/extra marital)</li> <li>○ Open sexual relationship</li> </ul> </li> <li>• Definitions and discussion on the meaning of a consensual relationship</li> <li>• Discussion on what is meant by consent</li> <li>• Identification of cultural differences regarding sexual relationships and marriage such as: <ul style="list-style-type: none"> <li>○ Attitudes towards marriage <ul style="list-style-type: none"> <li>▪ Western Cultures: <ul style="list-style-type: none"> <li>• <b>Individual Choice:</b> marriage is often viewed as a personal choice based on romantic love and compatibility</li> <li>• <b>Legal Recognition:</b> civil marriage is common, and divorce is widely accepted and accessible</li> <li>• <b>Diverse Family Structures:</b> acceptance of diverse family structures, including same-sex marriages and blended families</li> </ul> </li> <li>▪ Eastern Cultures (e.g., East Asia, South Asia): <ul style="list-style-type: none"> <li>• <b>Family and Community Involvement:</b> marriage is seen as a union of families, not just individuals - family approval is often crucial</li> <li>• <b>Arranged Marriages:</b> traditional practice where families or matchmakers arrange marriages based on compatibility - family status, and cultural considerations</li> <li>• <b>Emphasis on Continuity:</b> importance placed on maintaining family lineage and traditions through marriage</li> </ul> </li> </ul> </li> <li>○ Sexual Norms and Expectations <ul style="list-style-type: none"> <li>▪ Western Cultures: <ul style="list-style-type: none"> <li>• <b>Individual Freedom:</b> greater emphasis on individual sexual freedom and expression</li> <li>• <b>Sexual Education:</b> formal education about sexuality is common, and discussions about sexual health are encouraged</li> <li>• <b>Diverse Sexual Orientations:</b> acceptance and legal recognition of diverse sexual orientations and relationships</li> </ul> </li> <li>▪ Eastern Cultures: <ul style="list-style-type: none"> <li>• <b>Conservatism:</b> more conservative attitudes towards premarital sex and public displays of affection</li> <li>• <b>Modesty and Privacy:</b> greater emphasis on modesty and privacy in discussing sexual matters</li> <li>• <b>Stigma:</b> stigma or taboo surrounding discussions of sexuality and sexual orientation</li> </ul> </li> </ul> </li> <li>○ <b>Role of Religion</b> <ul style="list-style-type: none"> <li>▪ Christian Cultures (e.g., Western Europe, North America): <ul style="list-style-type: none"> <li>• <b>Sacred Union:</b> marriage is often viewed as a sacred union blessed by God</li> <li>• <b>Sexual Ethics:</b> Emphasis on fidelity within marriage and moral teachings regarding sexual behaviour.</li> <li>• <b>Diverse Views:</b> Variations in interpretations among different denominations (e.g., Catholicism, Protestantism)</li> </ul> </li> </ul> </li> </ul> </li></ul>

	<ul style="list-style-type: none"> <li>▪ Islamic Cultures (e.g., Middle East, North Africa):             <ul style="list-style-type: none"> <li>• <b>Islamic Marriage:</b> marriage is considered a religious duty and a social contract</li> <li>• <b>Modesty and Chastity:</b> strong emphasis on modesty and chastity, with strict rules regarding premarital and extramarital relationships</li> <li>• <b>Polygyny:</b> acceptance of polygyny in some Islamic cultures, though practices vary</li> </ul> </li> <li>▪ Hindu Cultures (e.g., India, Nepal) :             <ul style="list-style-type: none"> <li>• <b>Arranged Marriages:</b> common practice influenced by caste, social status, and family compatibility</li> <li>• <b>Religious Ceremonies:</b> marriage ceremonies often include religious rituals and traditions</li> <li>• <b>Family Honour:</b> importance placed on maintaining family honour through adherence to cultural norms and traditions</li> </ul> </li> <li>○ Legal Framework             <ul style="list-style-type: none"> <li>▪ Western Cultures:                 <ul style="list-style-type: none"> <li>• <b>Legal Recognition:</b> Civil marriage, divorce laws, and legal protections for individuals in relationships.</li> <li>• <b>Equality:</b> Emphasis on gender equality in marriage and legal rights regardless of sexual orientation.</li> </ul> </li> <li>▪ Non-Western Cultures:                 <ul style="list-style-type: none"> <li>• <b>Varied Legal Frameworks:</b> Legal systems may be influenced by religious laws or traditional customs.</li> <li>• <b>Gender Roles:</b> Different legal rights and responsibilities for men and women in marriage and family matters.</li> </ul> </li> </ul> </li> <li>○ Changing Dynamics             <ul style="list-style-type: none"> <li>▪ Globalisation and Urbanisation</li> <li>▪ Cultural Blending: Increasing exposure to diverse cultural practices and values through globalisation and urbanisation</li> <li>▪ Generational Shifts: Younger generations often challenge traditional norms and seek more autonomy in choosing partners and defining relationships</li> </ul> </li> <li>• Awareness of risks associated with a sexual relationship and how they may be minimised or avoided such as:             <ul style="list-style-type: none"> <li>○ Sexually transmitted infection (STI) from different sexual activities, including:                 <ul style="list-style-type: none"> <li>▪ Chlamydia</li> <li>▪ Genital herpes</li> <li>▪ Genital warts</li> <li>▪ Gonorrhoea</li> <li>▪ HIV</li> <li>▪ Syphilis</li> <li>▪ Hepatitis C</li> </ul> </li> <li>○ Pregnancy</li> <li>○ Viruses and bacteria, including:                 <ul style="list-style-type: none"> <li>▪ Herpes – type 1 and type 2</li> <li>▪ Genital warts</li> <li>▪ Hepatitis A, hepatitis B and hepatitis C</li> </ul> </li> </ul> </li> </ul>
<p>2. Understand law in relation to sex and sexuality.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research and instruction on the legal issues in relation to:             <ul style="list-style-type: none"> <li>○ Age of consent</li> <li>○ Marriage</li> <li>○ Cohabitation</li> <li>○ Abuse</li> <li>○ Pregnancy</li> </ul> </li> </ul>

<p>3. Understand how the body works in relation to sexual activity.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Knowledge of the changes in the body during sexual activity for both: <ul style="list-style-type: none"> <li>○ Male</li> <li>○ Female</li> </ul> </li> <li>• Discussion on the 4 phases of the sexual response cycle: <ul style="list-style-type: none"> <li>○ Desire (libido)</li> <li>○ Arousal (excitement)</li> <li>○ Orgasm</li> <li>○ Resolution</li> </ul> </li> </ul>
<p>4. Be aware of contraception methods.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Study of the different methods of contraception and analysis of the advantages and disadvantages of each, such as: <ul style="list-style-type: none"> <li>○ Combined pill</li> <li>○ Progestogen-only pill</li> <li>○ IUD (intrauterine device, or copper coil)</li> <li>○ IUS (intrauterine system or hormonal coil)</li> <li>○ Contraceptive implant</li> <li>○ Contraceptive injection</li> <li>○ Contraceptive patch</li> <li>○ Vaginal ring</li> <li>○ Condoms</li> <li>○ Internal (female) condoms</li> <li>○ Female sterilisation</li> <li>○ Vasectomy (male sterilisation)</li> <li>○ Diaphragm or cap</li> <li>○ Natural family planning</li> <li>○ Emergency contraception</li> </ul> </li> <li>• Research and identification of sources of further information and support available</li> </ul>
<p>5. Know how to maintain good sexual health.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Awareness of STIs - what they are</li> <li>• Explanation of the causes and effects of STIs including HIV and AIDS, including information on: <ul style="list-style-type: none"> <li>○ Causes: <ul style="list-style-type: none"> <li>▪ Caused by sexually transmitted infections (STIs)</li> <li>▪ Spread mainly by sexual contact</li> <li>▪ Caused by bacteria, viruses or parasites</li> <li>▪ Sexually transmitted infection may pass from person to person in: <ul style="list-style-type: none"> <li>• Blood</li> <li>• Semen</li> <li>• Vaginal fluids</li> <li>• Other bodily fluids</li> </ul> </li> </ul> </li> <li>○ Effects: <ul style="list-style-type: none"> <li>• Untreated STIs can lead to serious consequences including: <ul style="list-style-type: none"> <li>• Neurological and cardiovascular disease</li> <li>• Infertility</li> <li>• Ectopic pregnancy</li> <li>• Stillbirths</li> <li>• Increased risk of Human Immunodeficiency Virus (HIV)</li> </ul> </li> </ul> </li> </ul> </li> <li>• Strategies to maintain good sexual health including: <ul style="list-style-type: none"> <li>○ Promote healthy sexual behaviour and reduce risky behaviour</li> </ul> </li> </ul>

- Talking to your partner about your sexual relationships
- Contraception
- Using condoms and dental dams
- Being aware of how alcohol and drugs can lower inhibitions and affect decision making
- Getting tested for sexually transmitted infections if you think you may have put yourself at risk
- Limiting your number of sexual partners
- Avoiding overlapping sexual relationships
- Research on sources of information and support available

Title	Influences on Body Image	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ774	
Unit Reference No	H/506/2512	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the influences of media and history on body image.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand media influence on body image.	1.1. Explain what is meant by body image. 1.2. Compare examples of positive and negative media influences on body image. 1.3. Describe influences on own body image.	
2. Recognise the impact of cultural and historical influences on body image.	2.1. Describe the influence of society and culture on body image. 2.2. Describe how the perception of beauty varies from culture to culture and how it has changed through history.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Influences on Body Image
1. Understand media influence on body image.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on body image to include:               <ul style="list-style-type: none"> <li>○ Definitions of body image</li> <li>○ Development of body image from childhood</li> <li>○ How it is affected by experiences</li> <li>○ How body image is affected by both past and current experiences</li> <li>○ The most common determinants of body image:                   <ul style="list-style-type: none"> <li>▪ Cultural factors</li> <li>▪ Interpersonal experiences</li> <li>▪ Physical changes</li> </ul> </li> </ul> </li> <li>• Examples of positive and negative media influences on body image, including:               <ul style="list-style-type: none"> <li>○ Negative                   <ul style="list-style-type: none"> <li>▪ Cyberbullying</li> <li>▪ Unrealistic beauty standards</li> <li>▪ Being tempted to compare your everyday appearance to someone else’s edited, filtered selfie</li> <li>▪ Idealising dangerous habits</li> <li>▪ Social media content can sometimes overtly encourage low self-image</li> <li>▪ Promotes disordered eating habits to viewers, presenting thinner body types as more ideal and preying on the viewers’ insecurities around their bodies</li> <li>▪ Concepts of “thinspiration” or “fitspiration” and how it is likely to trigger poor body image and eating disorders, especially in young people who are prone to these behaviours</li> </ul> </li> <li>○ Positive                   <ul style="list-style-type: none"> <li>▪ Support and community - to connect with others and seek support in online support groups</li> <li>▪ Find mental health resources and helplines</li> <li>▪ Easier to follow a diverse group online — people of all sizes, races, abilities, genders, and backgrounds, not just those who fit the predominant beauty standards</li> <li>▪ Role models - Seeing people who look similar to you living in, enjoying, and celebrating their bodies can help you feel more comfortable doing the same</li> <li>▪ Body positivity - promotes the idea that all bodies — no matter their size, abilities, colour, gender, or shape — deserve appreciation and respect</li> <li>▪ Viewing body-positive content improves body image</li> </ul> </li> </ul> </li> <li>• Research into different media sources, comparing examples of positive and negative media influences on body image</li> <li>• Awareness of influences on own individual body image/personal reflection on influences on own body image</li> </ul>
2. Recognise the impact of cultural and historical influences on body image.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on the influence of society and culture on body image:               <ul style="list-style-type: none"> <li>○ Different ethnic groups will have different sets of beauty standards and cultural expectations, which could stem from many years of tradition or other deeply held beliefs</li> <li>○ Black culture initially having a higher appreciation for curvier bodies</li> <li>○ Western culture, and its emphasis on thin female bodies</li> <li>○ Certain cultures may find particular facial traits attractive, such as double eyelids or high cheekbones like the Asian beauty standard</li> </ul> </li> </ul>

- Korea, in particular, pale complexion has long been associated with higher social rank, as has double eyelid surgery, which dates back to the nineteenth century
- Countries and tribes throughout Africa view their beauty with how big their lip plates are or their body markings
- Analysis on how the perception of beauty varies from culture to culture and how it has changed through history, such as:
  - Early historic images of beautiful women show a big female figure, currently thin is deemed more beautiful
  - The figures of ancient Egyptian women usually presented with slim high waists and narrow hips, dark black hair, and golden skin and black eyeliner
  - Pale skin was prized in 1600s England because it was a symbol of class and wealth—colour in your cheeks meant you had to work outside, and pale skin signalled you were a woman of leisure
  - Ancient Greek art portrays women with thick brows
  - Roman women used bleaches to lighten their hair colour as that was seen as beautiful
  - Roman men also used makeup and painted their nails
  - In the First Century AD Roman men used camouflage makeup to cover bald spots
  - The Chinese viewed long and painted nails as a sign of beauty and wealth
  - The Japanese Geishas had unique beauty practices of using white face and body paint and styling their hair into elaborate styles
  - Various cultures and all sexes tattooed and pierced their face and bodies

Title	Eating Disorders	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ756	
Unit Reference No	Y/506/2491	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of a range of eating disorders and the connection between food and emotion.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Recognise a range of eating disorders.	1.1. Describe a range of eating disorders. 1.2. Describe the signs and symptoms of a range of eating disorders and possible short-term and long-term effects on health.	
2. Recognise connections between food and emotions.	2.1. Describe the connections between food and emotions. 2.2. Explain why abnormal eating habits may develop.	
3. Know how to access information and support services related to eating disorders.	2.3. Describe how to access information and support services related to eating disorders.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Eating Disorders
<p>1. Recognise a range of eating disorders.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of eating Disorders</li> <li>• Description of a range of eating disorders including: <ul style="list-style-type: none"> <li>○ Anorexia nervosa</li> <li>○ Bulimia nervosa</li> <li>○ Binge eating disorder</li> <li>○ Pica</li> <li>○ Avoidant/restrictive food intake disorder (ARFID)</li> <li>○ Purging disorder</li> <li>○ Night eating syndrome</li> <li>○ Orthorexia</li> </ul> </li> <li>• Research on signs and symptoms of eating disorders including: <ul style="list-style-type: none"> <li>○ Spending a lot of time worrying about your weight and body shape</li> <li>○ Avoiding socialising when you think food will be involved</li> <li>○ Eating very little food</li> <li>○ Making yourself sick or taking laxatives after you eat</li> <li>○ Exercising too much</li> <li>○ Having very strict habits or routines around food</li> <li>○ Changes in your mood such as being withdrawn, anxious or depressed</li> <li>○ Feeling cold, tired or dizzy</li> <li>○ Pains, tingling or numbness in your arms and legs (poor circulation)</li> <li>○ Feeling your heart racing, fainting or feeling faint</li> <li>○ Problems with your digestion, such as bloating, constipation or diarrhoea</li> <li>○ Your weight being very high or very low for someone of your age and height</li> <li>○ Not getting your period or other delayed signs of puberty</li> <li>○ Dramatic weight loss</li> <li>○ Lying about how much, they've eaten, when they've eaten, or their weight</li> <li>○ Eating a lot of food very fast</li> <li>○ Going to the bathroom a lot after eating</li> <li>○ Cutting food into small pieces or eating very slowly</li> <li>○ Wearing loose or baggy clothes to hide their weight loss</li> <li>○ Obsessively calorie counting</li> </ul> </li> <li>• Awareness of possible short-term and long-term effects on health of eating disorders including: <ul style="list-style-type: none"> <li>○ Short term effects: <ul style="list-style-type: none"> <li>▪ Weight loss</li> <li>▪ Hair loss (and growth)</li> <li>▪ Loss of menstrual periods</li> <li>▪ Inability to get warm</li> <li>▪ Anaemia</li> <li>▪ Digestive Upset: <ul style="list-style-type: none"> <li>• Bloating</li> <li>• Gassiness</li> <li>• Nausea</li> <li>• Constipation</li> <li>• Cramping</li> <li>• Diarrhoea</li> </ul> </li> </ul> </li> <li>○ Long-Term Side Effects:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Heart damage</li> <li>▪ Blood Pressure Complications</li> <li>▪ Early-onset Osteoporosis</li> <li>▪ Neurological Disease:             <ul style="list-style-type: none"> <li>• Muscle weakness</li> <li>• Nerve-related pain</li> <li>• Headaches</li> <li>• Seizures</li> <li>• Fainting</li> </ul> </li> <li>▪ Movement problems</li> </ul>
<p>2. Recognise connections between food and emotions.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Analysis of the connections between food and emotions such as:             <ul style="list-style-type: none"> <li>○ Early childhood experiences</li> <li>○ Under stress</li> <li>○ Negative emotions</li> <li>○ Anxiety</li> <li>○ Frustration</li> <li>○ Depression</li> <li>○ Boredom</li> <li>○ Happiness</li> <li>○ Celebrations</li> </ul> </li> <li>• Completion of a <b><i>Mood and Food Diary</i></b></li> <li>• Identification of abnormal eating habits – research into reasons/situations where abnormal eating habits may develop:             <ul style="list-style-type: none"> <li>○ How to identify if there are any abnormal issues in eating behaviours</li> <li>○ If there is a family connection / history of eating disorders, depression, alcohol or drug misuse</li> <li>○ Criticised for eating habits, body shape or weight</li> <li>○ Worried about being slim, particularly if additional pressure from society or job, for example, ballet dancers, models or athletes</li> <li>○ Feelings of anxiety, low self-esteem, an obsessive personality or are a perfectionist</li> <li>○ Abused</li> </ul> </li> </ul>
<p>3. Know how to access information and support services related to eating disorders.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on how to access information and support services related to eating disorders</li> </ul>

Title	Stress Management Techniques	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ764	
Unit Reference No	F/506/2503	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of stress and identify appropriate stress management techniques.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand what is meant by stress.	1.1. Describe what is meant by stress. 1.2. Describe possible causes of stress. 1.3. Describe how stress can be used positively and negatively.	
2. Understand the impact of stress on an individual.	2.1. Describe the impact of stress on an individual.	
3. Understand stress management techniques.	3.1. Describe a range of stress management techniques. 3.2. Describe support services available to individuals experiencing stress.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Stress Management Techniques
1. Understand what is meant by stress.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Description what is meant by stress, including:             <ul style="list-style-type: none"> <li>○ Any type of change that causes physical, emotional, or psychological strain</li> <li>○ Body's response to anything that requires attention or action</li> <li>○ Reaction to feeling threatened or under pressure</li> <li>○ Motivating to help us achieve things in our daily life</li> <li>○ How it affects our mood, our body, and our relationships – especially when it feels out of our control</li> <li>○ How it can make us feel anxious and irritable and affect our self-esteem</li> <li>○ Help your body adjust to new situations</li> <li>○ Stress can be positive, keeping us alert, motivated and ready to avoid danger</li> <li>○ The “fight-or-flight response,” helps the body face stressful situations</li> <li>○ Physical symptoms of stress include:                 <ul style="list-style-type: none"> <li>▪ Aches and pains</li> <li>▪ Chest pain or a feeling like your heart is racing</li> <li>▪ Exhaustion or trouble sleeping</li> <li>▪ Headaches, dizziness or shaking</li> <li>▪ High blood pressure</li> <li>▪ Muscle tension or jaw clenching</li> <li>▪ Stomach or digestive problems</li> <li>▪ Weak immune system</li> </ul> </li> <li>○ Continuous high levels of stress can lead to emotional and mental symptoms like:                 <ul style="list-style-type: none"> <li>▪ Anxiety or irritability</li> <li>▪ Depression</li> <li>▪ Panic attacks</li> <li>▪ Sadness</li> <li>▪ Drinking too much alcohol</li> <li>▪ Gambling</li> <li>▪ Overeating or developing an eating disorder</li> <li>▪ Internet shopping</li> <li>▪ Smoking</li> <li>▪ Using drugs</li> </ul> </li> </ul> </li> <li>• Possible causes of stress:             <ul style="list-style-type: none"> <li>○ Illness or injury</li> <li>○ Feeling overwhelmed</li> <li>○ Pregnancy and becoming a parent</li> <li>○ Bereavement</li> <li>○ Long-term health problems</li> <li>○ Organising a complicated event, like a group holiday/wedding/moving house</li> <li>○ Household chores</li> <li>○ Losing your job</li> <li>○ Long-term unemployment</li> <li>○ Retiring</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Exams and deadlines</li> <li>○ Difficult issues at work</li> <li>○ Starting a new job</li> <li>○ Divorce</li> <li>○ Loss of a job</li> <li>○ Increase in financial obligations</li> <li>○ Chronic illness or injury</li> <li>○ Emotional problems (depression, anxiety, anger, grief, guilt, low self-esteem)</li> <li>○ Taking care of an elderly or sick family member</li> <li>○ Traumatic event, such as a natural disaster, theft, rape, or violence against you or a loved one</li> <li>● How stress can be used positively and negatively: <ul style="list-style-type: none"> <li>○ Good Stress <ul style="list-style-type: none"> <li>▪ Stress can boost your mood</li> <li>▪ Focusing on the positive aspects of stress can help you turn stress around</li> <li>▪ Stress can be a great motivating force - where you strive to do better, reach further, and work harder</li> <li>▪ Stress helps your body to prepare to face challenging moments or danger ahead</li> </ul> </li> <li>○ Bad Stress <ul style="list-style-type: none"> <li>▪ When stress becomes bad it creates tension and you may not be able to handle the situations at hand and at times, in the absence of the stressor, you are unable to return to a relaxed state</li> <li>▪ Whereas good stress provides an opportunity for creativity and growth, bad stress reduces productivity and creativity - therefore, one loses their joy and happiness</li> <li>▪ Stress that lasts for very prolonged periods can begin to take a serious toll on your body</li> <li>▪ Long-term stress can lead to various health problems, and research shows that a high percentage of doctor visits are for stress related illnesses</li> <li>▪ Stress can cause other extreme problems in one's physical, psychological, and social health - it can cause relationship problems too, as one may be quick to anger and overact on trivial issues</li> <li>▪ Stress can also lead to high blood pressure and other serious health conditions</li> </ul> </li> </ul> </li> </ul>
<p>2. Understand the impact of stress on an individual.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>● Analysis of the impacts of stress on an individual</li> <li>● Physical symptoms of stress <ul style="list-style-type: none"> <li>○ Low energy</li> <li>○ Upset stomach, including diarrhoea, constipation, and nausea</li> <li>○ Aches, pains, and tense muscles</li> <li>○ Chest pain and rapid heartbeat</li> <li>○ Frequent colds and infections</li> <li>○ Nervousness and shaking, ringing in the ear, cold or sweaty hands and feet</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Dry mouth and difficulty swallowing</li> <li>○ Clenched jaw and grinding teeth</li> <li>○ Exhaustion or trouble sleeping</li> <li>○ Headaches, dizziness or shaking</li> <li>○ High blood pressure</li> <li>○ Muscle tension</li> <li>○ Weak immune system</li> <li>● Emotional symptoms of stress <ul style="list-style-type: none"> <li>○ Anxiety or irritability</li> <li>○ Depression</li> <li>○ Panic attacks</li> <li>○ Sadness</li> <li>○ Becoming easily agitated, frustrated, and moody</li> <li>○ Feeling overwhelmed, like you are losing control or need to take control</li> <li>○ Having difficulty relaxing and quieting your mind</li> <li>○ Feeling bad about yourself (low self-esteem), lonely, worthless, and depressed</li> <li>○ Avoiding others</li> </ul> </li> <li>● How individuals sometimes manage stress with unhealthy behaviours <ul style="list-style-type: none"> <li>○ Drinking too much alcohol</li> <li>○ Gambling</li> <li>○ Overeating or developing an eating disorder</li> <li>○ Internet shopping</li> <li>○ Smoking</li> <li>○ Using drugs</li> <li>○ Procrastinating and avoiding responsibilities</li> <li>○ Exhibiting more nervous behaviours, such as nail biting, fidgeting, and pacing</li> </ul> </li> </ul>
<p>3. Understand stress management techniques.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>● Identification of stress management techniques: <ul style="list-style-type: none"> <li>○ A range of coping techniques/mechanisms</li> </ul> </li> <li>● Strategies for coping with stress including: <ul style="list-style-type: none"> <li>○ avoid</li> <li>○ alter</li> <li>○ accept</li> <li>○ adapt</li> </ul> </li> <li>● Research on sources of support for those experiencing stress</li> </ul>

Title	Understanding Individual Rights and Responsibilities	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ778	
Unit Reference No	A/506/2516	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand their rights and responsibilities within society.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand the rights and responsibilities of individuals.	1.1. Describe the rights and responsibilities of individuals. 1.2. Outline key current legislation in relation to an individual's rights in society. 1.3. Describe own rights and personal, social and legal responsibilities as an individual in society.	
2. Understand factors that affect an individual's rights and responsibilities.	2.1. Describe a situation that can affect an individual's rights and responsibilities. 2.2. Explain the possible consequences when an individual does not undertake their responsibilities.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding Individual Rights and Responsibilities
1. Understand the rights and responsibilities of individuals.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of the meanings of rights and responsibilities</li> <li>• Key current legislation in relation to an individual’s rights in society               <ul style="list-style-type: none"> <li>○ Those originating from the devolved Northern Ireland Assembly including Section 75:                   <ul style="list-style-type: none"> <li>▪ Between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation</li> <li>▪ Between men and women generally</li> <li>▪ Between persons with a disability and persons without; and</li> <li>▪ Between persons with dependants and persons without</li> </ul> </li> <li>○ Those which refer to the whole of the United Kingdom                   <ul style="list-style-type: none"> <li>▪ Your right to life</li> <li>▪ Your right to respect for private and family life</li> <li>▪ Your right to personal liberty</li> <li>▪ Your right not to be tortured or treated in an inhuman way</li> <li>▪ Your right to a fair trial</li> <li>▪ Your right to freedom of religion and belief</li> </ul> </li> </ul> </li> <li>• Recognition of own rights as an individual in society, and own personal, social and legal responsibilities as an individual in society</li> </ul>
2. Understand factors that affect an individual’s rights and responsibilities.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Assisting learners to complete scenarios/ situations where an individual’s rights and responsibilities are affected and discussion on the possible consequences when an individual does not undertake their responsibilities, such as:               <ul style="list-style-type: none"> <li>○ In the park and a friend throws her crisp packet on the floor – she politely reminds her “That’s not good for our local environment” and asks the friend to pick it up</li> <li>○ Someone is new to town and decides to join the local netball team to make friends - the team captain notices that no one has spoken to the girl since she arrived, so she decides to ask her if she would like to be her partner for the next exercise</li> <li>○ Noah sees a boy vandalising the climbing frame at his local playground - he gets angry and pushes the boy over</li> <li>○ Amir and his family have just finished their breakfast - last week, Amir agreed to help his dad with some household chores but, now he notices that he has made a bit of a mess when eating and decides he can’t be bothered to help clean up</li> <li>○ An old man is finding it hard to get down the steps to the local high street - Jessica asks if he would like a hand and he says yes, she offers her arm and walks him down the steps</li> </ul> </li> <li>• Discussion on the consequences of not accepting responsibility including:               <ul style="list-style-type: none"> <li>○ Effect on the individual – mentally and emotionally</li> <li>○ Erosion of self-respect</li> <li>○ Others lose respect for you</li> <li>○ Lack of accountability, resentment, and negative relationships with others</li> <li>○ People may start to avoid us or lose trust in us</li> <li>○ Lack of personal growth</li> <li>○ Loss of trust and credibility</li> <li>○ Negative impact on our mental health</li> <li>○ Missed opportunities</li> </ul> </li> </ul>

Title	Understanding and Dealing with Bullying	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ779	
Unit Reference No	F/506/2517	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the effects of bullying.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand the terms bullying and victim.	1.1. Describe the terms bullying and victim. 1.2. Describe different forms of bullying and its effects on the victim. 1.3. Describe emotions experienced by a bully when bullying. 1.4. Describe two ways in which the self-esteem of the victim can be raised.	
2. Recognise strategies for dealing with bullying.	2.1. Describe interventions that may help the bully and the victim.	
3. Know where to access help and support.	3.1. Describe sources of help and support.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding and Dealing with Bullying
1. Understand the terms bullying and victim.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions on Bullying and Victims.</li> <li>• Research on different forms of bullying:               <ul style="list-style-type: none"> <li>○ Physical assault</li> <li>○ Social bullying</li> <li>○ Threatening behaviour</li> <li>○ Name calling</li> <li>○ Cyberbullying</li> </ul> </li> <li>• Research on the effects of bullying on the victim:               <ul style="list-style-type: none"> <li>○ Physical</li> <li>○ Mental</li> <li>○ Emotional</li> </ul> </li> <li>• Research on the emotions experienced by a bully when bullying including:               <ul style="list-style-type: none"> <li>○ Shame</li> <li>○ Excitement</li> <li>○ Physical experience of power</li> <li>○ Aggression</li> <li>○ Inadequacy</li> <li>○ Pleasure in bullying</li> <li>○ Poorer academic performances</li> <li>○ Trouble with emotional regulation</li> <li>○ Recklessness, interpersonal hostility and antisocial behaviour</li> <li>○ Skilled manipulators</li> <li>○ Low fear reactivity</li> </ul> </li> <li>• Discussion on strategies on how to raise the self-esteem of a victim of bullying including:               <ul style="list-style-type: none"> <li>○ Talk to a friend, family member or another trusted adult</li> <li>○ Tell yourself that you are enough</li> <li>○ Write a list of all your best qualities</li> <li>○ Grow confidence and self-esteem</li> <li>○ Unfollow or block all the negative pages/people that you might have on your social media platforms</li> <li>○ Hang out with people who make you feel happy</li> <li>○ Always celebrate your achievements</li> <li>○ Understand that it takes time</li> <li>○ Learn to say No</li> <li>○ Understanding bullying</li> <li>○ Don't feel guilty or take blame</li> <li>○ Direct your anger positively</li> </ul> </li> </ul>
2. Recognise strategies for dealing with bullying.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on different interventions /strategies to raise awareness and interventions that can be put in place including:               <ul style="list-style-type: none"> <li>○ Establishment of school-wide policies and classroom procedures</li> <li>○ Immediate consequences for aggressive behaviour and immediate rewards for inclusive behaviour</li> <li>○ Develop strategies to recognize and reward positive social behaviour</li> <li>○ Hold periodic class meetings and assemblies to remind children of bullying prevention</li> <li>○ Establish procedures for documenting episodes of bullying and intervention</li> <li>○ Avoid the bully and use the buddy system</li> <li>○ Act brave, walk away, and ignore the bully</li> <li>○ Tell an adult</li> </ul> </li> </ul>

3. Know where to access help and support.

**Scope**

Teaching will cover:

- Research on sources of help and support for victims of bullying
  - Organisations that can help
  - Contact details
  - Websites

Title	Exploring Feelings and Emotions	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ771	
Unit Reference No	Y/506/2510	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by feelings and emotions and how to manage these.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand what is meant by feelings and emotions.	1.1. Describe a range of feelings and emotions and how they may be expressed in different situations. 1.2. Describe how the expression of feelings and emotions can be perceived by others.	
2. Understand how to manage and respond to feelings and emotions.	2.1. Compare positive and negative emotional responses to a given situation. 2.2. Describe strategies to manage own feelings and emotions.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Exploring Feelings and Emotions
1. Understand what is meant by feelings and emotions.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions and descriptions of feelings and emotions – what they are and how they impact on the individual, including points to note:               <ul style="list-style-type: none"> <li>○ Feelings are a conscious experience</li> <li>○ Emotions are felt...through the emotional experiences it gives rise to</li> <li>○ A fundamental difference between feelings and emotions is that feelings are experienced consciously, while emotions manifest either consciously or subconsciously</li> <li>○ Throughout life, humans experience many emotions</li> <li>○ Emotions are impacted by such factors as their behaviour, the culture they come from and their previous experiences</li> </ul> </li> <li>• Analysis of how feelings and emotions could be expressed in different situations, such as:               <ul style="list-style-type: none"> <li>○ Traumatic experiences impact emotions both in the moment and over the long term</li> <li>○ We feel different things at different times depending on what happens to us:                   <ul style="list-style-type: none"> <li>▪ Sometimes we feel sad – like when someone we love goes away</li> <li>▪ Sometimes we feel happy – like when we are having fun with friends</li> <li>▪ Sometimes we feel scared, angry, guilty, lonely, embarrassed, or worried</li> </ul> </li> </ul> </li> <li>• Exploration of how expressions of feelings and emotions can be perceived by others including through:               <ul style="list-style-type: none"> <li>○ Visual</li> <li>○ Auditory</li> <li>○ Olfactory</li> <li>○ Physiological sensory processes</li> </ul> </li> </ul>
2. Understand how to manage and respond to feelings and emotions.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Identification of different examples of situations that can have both a positive and/or negative outcome               <ul style="list-style-type: none"> <li>○ Positive Emotions                   <ul style="list-style-type: none"> <li>▪ Positive emotions are emotions that we typically find pleasurable to experience such as:                       <ul style="list-style-type: none"> <li>• Love</li> <li>• Joy</li> <li>• Satisfaction</li> <li>• Contentment</li> <li>• Interest</li> <li>• Amusement</li> <li>• Happiness</li> <li>• Serenity</li> <li>• Awe</li> </ul> </li> </ul> </li> </ul> </li> </ul>

- Negative Emotions
  - On the other hand, negative emotions are those that we typically do not find pleasurable to experience
  - If an emotion discourages and drags you down, then it's most likely a negative emotion, such as:
    - Fear
    - Anger
    - Disgust
    - Sadness
    - Rage
    - Loneliness
    - Melancholy
    - Annoyance
- Discussion on how to cope when under pressure or upset – different coping strategies/ strategies to manage feelings and emotions:
  - Identify your triggers
  - Organise your time
  - Address some of the causes
  - Lower your expectations
  - Ask others to help or assist you
  - Take responsibility for the situation
  - Engage in problem solving
  - Maintain emotionally supportive relationships
  - Accepting that there are some things happening to you that you probably can't do anything about will help you focus your time and energy more productively
- Identification of own support network

Title	Exploring Relationships	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ773	
Unit Reference No	J/506/2521	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand a range of relationships and associated behaviours.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the meaning of relationships.	1.1. Describe the meaning of relationships and their importance to self and others. 1.2. Describe the characteristics, roles, and boundaries of the following relationships: a) family b) personal and social c) working	
2. Know how to behave appropriately in different relationships.	2.1. Describe skills needed to develop and maintain relationships. 2.2. Explain the importance of trust within a relationship. 2.3. Assess possible causes of conflict within a relationship and how these might be overcome.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Exploring Relationships
1. Understand the meaning of relationships.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definition of the meaning of relationships and exploration of the importance of relationships</li> <li>• Identification of examples of different types of relationships including:               <ul style="list-style-type: none"> <li>○ Family relationships</li> <li>○ Friendships</li> <li>○ Acquaintanceships</li> <li>○ Romantic relationships</li> <li>○ Work relationships</li> <li>○ Teacher/student relationships</li> <li>○ Community or group relationships</li> <li>○ Sexual relationships</li> <li>○ Place-based relationships, such as neighbours, roommates, and landlord/tenant relationships</li> </ul> </li> <li>• Explanation of importance of relationships to individual and to others</li> <li>• Research on the characteristics, roles and boundaries of different relationships including in:               <ul style="list-style-type: none"> <li>○ Family                   <ul style="list-style-type: none"> <li>▪ Boundaries - guidelines for how you expect other people to treat you such as a parent might set a boundary against unwanted behaviours like cursing, hitting, or stealing</li> <li>▪ Roles – such as parent, sibling, spouse - roles vary from family to family</li> </ul> </li> <li>○ Personal and Social                   <ul style="list-style-type: none"> <li>▪ Personal relationships refer to close connections between people, formed by emotional bonds and interactions - these bonds often grow from and are strengthened by mutual experiences</li> <li>▪ Personal relationships are based on emotions and choices with people of the same interests and feelings</li> <li>▪ Personal boundaries are the limits we set for ourselves as individuals in relationships</li> </ul> </li> <li>○ Working Relationships                   <ul style="list-style-type: none"> <li>▪ Working relationships are bound by policies and procedures and code of conduct</li> <li>▪ Professional boundaries – suitability of sharing personal information with colleagues</li> </ul> </li> </ul> </li> </ul>
2. Know how to behave appropriately in different relationships.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Analysis of the skills required to develop and maintain relationships including:               <ul style="list-style-type: none"> <li>○ Interpersonal skills</li> <li>○ Non-verbal communication skills</li> <li>○ Verbal communication skills</li> <li>○ Listening skills</li> <li>○ Empathy</li> <li>○ Emotional intelligence</li> <li>○ Networking skills</li> <li>○ Team-building skills</li> </ul> </li> <li>• Exploration of trust in relationships and the importance of trust within selected relationships</li> <li>• Discussion on the causes of conflict in relationships, including:               <ul style="list-style-type: none"> <li>○ Disagreement between people (e.g., partners, friends, siblings, or co-workers)</li> </ul> </li> </ul>

- The root of the conflict might be something like a difference of opinion, experience, taste, perspective, personality, or beliefs
- Common reasons couples experience conflict include:
  - Finances
  - Differences in parenting styles
  - Insecurity
  - Imbalance in household/family responsibilities
  - Lack of independence
  - Lack of intimacy
  - Jealousy
  - Trust issues
  - Poor communication
- Workplace conflicts:
  - Disagreement over a task
  - Employee not meeting expectations
  - Experiencing creative differences
  - Interpersonal conflicts
  - Discrimination
  - Different styles of working
- Strategies for overcoming conflict and conflict resolution skills including
  - Compete or Fight, the classic win/lose situation, where the strength and power of one person wins the conflict
  - Denial or Avoidance, where you pretend there is no problem.
  - Smoothing over the Problem, where you maintain harmony on the surface, but do not resolve the conflict
  - Compromise or Negotiation, where both give something up to create a middle ground
  - Collaboration, working together to create a shared outcome

Title	Understanding Teamwork Skills	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ776	
Unit Reference No	M/506/2514	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand teamwork skills.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand teamwork.	1.1. Describe team and teamwork. 1.2. Describe effective team working skills and qualities. 1.3. Describe the role and responsibilities of team members including own role.	
2. Know how to work within a team.	2.1. Identify a team goal and work with others to achieve this goal by promoting effective communication, respect and support for others. 2.2. Describe how to overcome conflict within a team. 2.3. Evaluate team performance and outline areas for improvement.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding Teamwork Skills
<p>1. Understand teamwork.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of Team and Teamwork, purpose and characteristics: <ul style="list-style-type: none"> <li>○ Working well in a team means: <ul style="list-style-type: none"> <li>▪ Working with a group of people to achieve a shared goal or outcome in an effective way</li> <li>▪ Listening to other members of the team</li> <li>▪ Taking everyone’s ideas on board, not just your own</li> <li>▪ Working for the good of the group as a whole</li> <li>▪ Having a say and sharing responsibility</li> </ul> </li> <li>○ Often, effective teamwork is built on the following ten characteristics: <ul style="list-style-type: none"> <li>▪ Clear direction</li> <li>▪ Open and honest communication</li> <li>▪ Support risk taking and change</li> <li>▪ Defined roles</li> <li>▪ Mutually accountable</li> <li>▪ Communicate freely</li> <li>▪ Common goals</li> <li>▪ Encourage differences in opinions</li> <li>▪ Collaboration</li> <li>▪ Team trust</li> </ul> </li> </ul> </li> <li>• Effective teams share five characteristics: <ul style="list-style-type: none"> <li>○ <b>Shared values:</b> a common set of beliefs and principles about how and why the team members will work together</li> <li>○ <b>Mutual trust:</b> confidence between team members that each puts the best interest of the team ahead of individual priorities</li> <li>○ <b>Inspiring vision:</b> a clear direction that motivates commitment to a collective effort</li> <li>○ <b>Skill/talent:</b> the combined abilities and expertise to accomplish the required tasks and work productively with others</li> <li>○ <b>Rewards:</b> recognition of achievement toward objectives and reinforcement of behaviour that supports the team’s work</li> </ul> </li> <li>• Explanations and examples of teams in different settings (e.g. Workplace, sport, hobby, voluntary, community, school, etc), and how they work</li> <li>• Identification of teamwork and communication skills required in different scenarios <ul style="list-style-type: none"> <li>○ A successful team is one where everyone’s unique skills and strengths help the team achieve a shared goal in the most effective way</li> <li>○ If you have good people skills you’ll make a good team player, such as communication and a positive attitude</li> <li>○ Real teamwork exhibits skills and behaviours such as: <ul style="list-style-type: none"> <li>▪ Trust in colleagues to deliver what they promise</li> <li>▪ Willingness to help when needed</li> <li>▪ Sharing of a common vision of the future</li> <li>▪ Co-operation and blending of each other’s strengths</li> <li>▪ Positive attitudes, providing support and encouragement</li> <li>▪ Active listening</li> <li>▪ All members pulling their weight and in the same direction</li> <li>▪ Giving the benefit of the doubt</li> <li>▪ Consensus building</li> <li>▪ Effective conflict resolution</li> <li>▪ Open communication</li> <li>▪ Negotiation skills</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Identification of own teamwork skills - Preparation and support for learners to design an observed team project to be undertaken</li> <li>• Identification of roles within activity and description of own role/responsibilities – Belbin’s team roles</li> <li>• Self-reflection of own role</li> </ul>
<p>2. Know how to work within a team.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of goals and goal setting</li> <li>• Identification of effective communication, respect and support for others within a team</li> <li>• Written reflection on how each learner contributed to achieve the team goal by promoting effective communication, respect and support for others</li> <li>• Evaluation of conflict within a team and explanations on how to overcome conflict within a team including:             <ul style="list-style-type: none"> <li>○ Step 1: Effective communication</li> <li>○ Step 2: Gather information/Research</li> <li>○ Step 3: Identify the problem</li> <li>○ Step 4: Negotiate a win-win solution</li> <li>○ Step 5: Problem-solving</li> </ul> </li> <li>• Top Tips for handling conflict in your team:             <ul style="list-style-type: none"> <li>○ Create a positive working environment</li> <li>○ Learn to spot the signs of conflict</li> <li>○ Deal with conflict as soon as it occurs</li> <li>○ Set some ground rules for discussing conflict</li> <li>○ Don’t take sides</li> <li>○ Seek advice and guidance</li> <li>○ Develop your team’s conflict management skills</li> <li>○ Evaluate your conflict management skills</li> <li>○ Get feedback</li> </ul> </li> <li>• Support to evaluate team performance and create an action plan for areas for improvement</li> </ul>

Title	Roles and Responsibilities of Parents	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBD359	
Unit Reference No	R/507/9936	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of parenting within today's society.		
Learning Outcomes	Assessment Criteria	
1. Recognise challenges faced by families and parents within today's society.	1.1. Illustrate the range of family structures that exist within today's society. 1.2. Illustrate the challenges and opportunities faced by a range of families which exist within today's society. 1.3. Describe the differences in parenting between the past and present.	
2. Understand the impact of parenting on child development.	2.1. Outline the impact of parenting on child development.	
3. Be aware of the impact of teenage pregnancy.	3.1. Summarise the emotional, physical, social, academic and financial impact of teenage pregnancy.	
4. Be aware of sources of support for parents.	4.1. Outline a range of support services available to parents.	
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

Learning Outcome	Unit Title: Roles and Responsibilities of Parents
<p>1. Recognise challenges faced by families and parents within today's society.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on the different family structures that exist within today's society: <ul style="list-style-type: none"> <li>○ <b>Extended family</b> – all of the relatives or people making up a family, whether or not they live together - (grandparents, aunts, uncles, cousins)</li> <li>○ <b>Adopted family</b> – to raise a child you did not give birth to</li> <li>○ <b>Foster Family</b> – the family who cares for a child who is not their biological child</li> <li>○ <b>Mixed-race family</b> – a family consisting of people from different races or ethnicities</li> <li>○ <b>Single-parent family</b> – a family where one parent lives with and cares for children</li> <li>○ <b>Guardian</b>– someone who is caring for children and who is not the birth mother or father</li> <li>○ <b>Same-sex family</b> – a family in which both parents are men or both parents are women</li> <li>○ <b>Divorced</b> – when married parents separate - the child may live with one parent or split their time between both parents</li> </ul> </li> <li>• Discussion on different family structures that learners are familiar with in own family experience including the makeup of their family structure</li> <li>• Exploration on the challenges and opportunities faced by a range of families which exist within today's society including: <ul style="list-style-type: none"> <li>○ Different personalities clashing and disagreements over ways of doing things</li> <li>○ Jealousy or fighting between brothers and sisters</li> <li>○ Parents arguing</li> <li>○ Divorce or separation</li> <li>○ New stepparents or stepbrothers and sisters</li> <li>○ A parent or relative having mental health problems, disabilities or illness</li> <li>○ A parent or relative having alcohol or drug problems</li> <li>○ Stresses due to unemployment, money or housing problems</li> <li>○ Domestic violence</li> <li>○ Cultural or generational differences</li> <li>○ The effects of bereavement</li> <li>○ Abuse or neglect</li> </ul> </li> <li>• Consideration of differences in parenting throughout history - comparison of parenting between the past and present including: <ul style="list-style-type: none"> <li>○ Authority and Discipline: <ul style="list-style-type: none"> <li>▪ Shift from authoritarian and physically punitive methods to more nurturing and psychologically informed approaches</li> </ul> </li> <li>○ Role of Education: <ul style="list-style-type: none"> <li>▪ Increasing emphasis on formal education and cognitive development</li> </ul> </li> <li>○ Family Structure: <ul style="list-style-type: none"> <li>▪ Evolution from extended family systems to nuclear families, with recent trends toward blended family structures</li> </ul> </li> <li>○ Childhood Perception: <ul style="list-style-type: none"> <li>▪ Recognition of childhood as a distinct and important phase, with a focus on protecting and nurturing children</li> </ul> </li> <li>○ Technological Impact: <ul style="list-style-type: none"> <li>▪ Integration of technology in parenting, with new challenges and opportunities for child development and safety</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Ancient and Medieval Times           <ul style="list-style-type: none"> <li>▪ <b>Child Rearing - Community-Based:</b> child-rearing was often a communal activity, with extended families and community members playing significant roles.</li> <li>▪ <b>High Mortality Rates</b> - high infant and child mortality rates influenced parenting practices, with less emotional investment in very young children.</li> <li>▪ <b>Education and Training</b> - children were often trained in the skills and trades of their parents from a young age, with formal education being rare and usually reserved for the elite.</li> <li>▪ <b>Discipline - Strict and Authoritarian</b> - parenting was generally strict, with a focus on obedience and discipline. Physical punishment was common and socially accepted.</li> <li>▪ <b>Apprenticeships and Servitude</b> - children were often placed into apprenticeships or servitude to learn trades and contribute to the household.</li> </ul> </li> <li>○ Early to Mid-20th Century           <ul style="list-style-type: none"> <li>▪ <b>Child Rearing - Scientific Parenting</b> - The early 20th century saw the rise of "scientific" approaches to parenting, influenced by psychology and child development research. Figures like Dr Benjamin Spock encouraged more nurturing and responsive parenting</li> <li>▪ <b>Nuclear Family</b> - The ideal of the nuclear family (mother, father, and children) became prominent, especially in the post-World War II era</li> <li>▪ <b>Discipline - Shift to Nurture</b> - There was a gradual shift from strict, authoritarian methods to more nurturing and supportive approaches</li> <li>▪ <b>Corporal Punishment</b> - Physical punishment was still common but began to be questioned by some experts and parents</li> <li>▪ <b>Religious Influence</b> - Religious instruction played a key role in parenting, with an emphasis on obedience and moral behaviour</li> </ul> </li> <li>○ Late 20th Century to Present           <ul style="list-style-type: none"> <li>▪ <b>Child Rearing - Permissive and Authoritative Styles</b> - Parenting styles diversified, with permissive, authoritative, and even some helicopter parenting becoming more common. The authoritative style, balancing responsiveness and demands, is often considered ideal</li> <li>▪ <b>Technology Influence</b> - The rise of digital technology has significantly influenced parenting, with concerns about screen time, social media, and online safety becoming central</li> <li>▪ <b>Discipline - Positive Discipline</b> - Modern parenting tends to emphasise positive discipline techniques, such as time-outs, natural consequences, and positive reinforcement</li> <li>▪ <b>Emotional Intelligence</b> - There is a strong focus on developing children's emotional intelligence and social skills</li> </ul> </li> <li>○ The Future of Parenting           <ul style="list-style-type: none"> <li>▪ Austerity will continue to impact attitudes to purchase</li> <li>▪ Embracing traditional parenting practices</li> <li>▪ Broader and more individual definitions of motherhood emerge</li> <li>▪ On-demand lifestyles will shape parents' expectations</li> <li>▪ Medical advancements will continue at pace.</li> <li>▪ Social and economic factors such as decisions about marriage, divorce, further education, work, values and more all play a part in impacting how a typical family structure might look in 30 years</li> </ul> </li> </ul>
<p>2. Understand the impact of parenting on child development.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Consideration of different parenting styles such as:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Authoritarian parenting style</li> <li>○ Authoritative parenting style</li> <li>○ Permissive parenting style</li> <li>○ Uninvolved parenting style</li> <li>● Research on the impact parenting practices have on a child's development, including:             <ul style="list-style-type: none"> <li>○ Physically</li> <li>○ Socially and emotionally</li> <li>○ How their communication and speech develop</li> <li>○ How they develop intellectually</li> </ul> </li> <li>● Parenting styles can have a range of effects on children. Some areas of a child's life that may be affected, whether in the present or the future, include:             <ul style="list-style-type: none"> <li>○ <b>Academics:</b> parenting styles can play a part in academic achievement and motivation.</li> <li>○ <b>Mental health:</b> parenting styles can also influence children's mental well-being. Kids raised by authoritarian, permissive, or uninvolved parents tend to experience more anxiety, depression, and other mental health problems.</li> <li>○ <b>Self-esteem:</b> kids raised by parents with an authoritative style tend to have stronger self-esteem than kids raised by parents with other styles</li> <li>○ <b>Social relationships:</b> parenting styles can impact how kids relate to other people. For example, kids raised by permissive parents are more likely to be bullied, while kids raised by authoritarian parents are more likely to bully others</li> <li>○ <b>Adult relationships:</b> researchers have also found that kids raised by strict, authoritarian parents may be more likely to experience emotional abuse in adult romantic relationships</li> </ul> </li> </ul>
<p>3. Be aware of the impact of teenage pregnancy.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>● Discussion on teenage pregnancy – how teens may be affected by teenage pregnancy such as:             <ul style="list-style-type: none"> <li>○ Mental health</li> <li>○ Finances</li> <li>○ Physical health</li> <li>○ Impact to the child</li> </ul> </li> <li>● Exploration of the impact of Teenage Pregnancy including             <ul style="list-style-type: none"> <li>○ Emotional</li> <li>○ Physical</li> <li>○ Social</li> <li>○ Academic</li> <li>○ Financial</li> </ul> </li> </ul>
<p>4. Be aware of sources of support for parents.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>● Research on the various support services available to parents</li> <li>● Assistance with collation of leaflets on services</li> </ul>

Title	Understanding the Decision-Making Process	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ770	
Unit Reference No	H/506/2509	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain knowledge of the decision-making process and factors to be considered.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand the decision-making process.	1.1. Compare the decision-making processes of the following methods: a) autocratic b) democratic c) consensual 1.2. Describe a range of decisions to include: a) daily decisions b) life changing decisions	
2. Understand the factors involved in the decision-making process.	2.1. Assess the factors to be considered in making a specific decision. 2.2. Describe the rationale and result of a specific decision.	
3. Understand how to learn from mistakes within the decision-making process.	3.1. Describe the negative consequences of a specific decision. 3.2. Assess how the decision might have been made differently to improve the outcome.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding the Decision-Making Process
<p>1. Understand the decision-making process.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Exploration on what is the decision-making process including: <ul style="list-style-type: none"> <li>○ 3 Types of Decision Making <ul style="list-style-type: none"> <li>▪ <b>Strategic:</b> long-term, high-level decisions determine direction</li> <li>▪ <b>Tactical:</b> these decisions translate strategic direction into action, focusing on how and why work gets done.</li> <li>▪ <b>Operational:</b> daily, routine decisions put strategic and tactical goals into practice</li> </ul> </li> </ul> </li> <li>• Comparison of the decision-making process using the following methods: <ul style="list-style-type: none"> <li>○ Autocratic <ul style="list-style-type: none"> <li>▪ Leader who adopts the authoritarian style dictates policy and procedure, and directs the work done by the group without looking for any meaningful input from them. Tasks are completed under close supervision.</li> <li>▪ Less creativity under an authoritarian leadership style</li> <li>▪ Best applied to situations where there is little time for group decision making, or when the leader has expertise that the rest of the group does not</li> <li>▪ Pros: <ul style="list-style-type: none"> <li>• Fast</li> <li>• Unambiguous next steps</li> <li>• Conveys strength</li> </ul> </li> <li>▪ Cons: <ul style="list-style-type: none"> <li>• May miss crucial information or perspectives</li> <li>• Overuse lowers group engagement and morale</li> </ul> </li> </ul> </li> <li>○ Democratic <ul style="list-style-type: none"> <li>▪ Group members feel engaged in the decision-making process</li> <li>▪ Leaders offer guidance to the group</li> <li>▪ Democratic leaders make their group feel like they're part of a team, which creates commitment within the group</li> <li>▪ Drawbacks include unclear roles, communication failures or if the group is not skilled in the area in which they're making decisions, poor decisions could be the result</li> <li>▪ Pros: <ul style="list-style-type: none"> <li>• Transparent process</li> <li>• Perceived as fair</li> <li>• People easily grasp where the process begins and ends (unlike consensus and consent)</li> </ul> </li> <li>▪ Cons: <ul style="list-style-type: none"> <li>• Vulnerable to groupthink or political campaigning</li> <li>• Majority feels little need to compromise with minority</li> <li>• Lack of ownership on implementing decisions - "I didn't vote for that!"</li> </ul> </li> </ul> </li> <li>○ Consensual <ul style="list-style-type: none"> <li>▪ Asks everyone in the group to shape the decision until a compromise is reached that reasonably satisfies everyone</li> <li>▪ Consensus strives to incorporate everyone's perspectives, needs, and ultimately their permission</li> <li>▪ Long history of use in tight-knit communities like faith groups, neighbourhoods, and unions</li> <li>▪ Also tends to be how recently formed organisations first approach decision making</li> <li>▪ Pros: <ul style="list-style-type: none"> <li>• Satisfies all constituents</li> <li>• Fosters strong, united groups</li> <li>• Equalises the distribution of power in a group</li> </ul> </li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Constituents leave fully prepared to implement the decision</li> <li>▪ Cons:             <ul style="list-style-type: none"> <li>• Can take forever</li> <li>• Nearly impossible for groups with low trust or competing interests</li> <li>• Difficulty increases as group grows larger</li> <li>• Subject to compromises that may not serve the group well</li> </ul> </li> <li>• Exploration of the steps that might be taken in the decision-making process, including:             <ul style="list-style-type: none"> <li>○ Identify the problem or opportunity</li> <li>○ Gather information</li> <li>○ Identify alternatives</li> <li>○ Evaluate alternatives</li> <li>○ Make a decision</li> <li>○ Implement the decision</li> <li>○ Monitor and evaluate</li> <li>○ Learn and adapt</li> </ul> </li> <li>• Identification of the types of decisions that individuals make both on a daily basis and at special times as a result of major life changing events including:             <ul style="list-style-type: none"> <li>○ Daily decisions</li> <li>○ Life changing decisions</li> </ul> </li> </ul>
<p>2. Understand the factors involved in the decision-making process.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Identification of factors to be considered in making a specific decision – discussions on a range of choices including             <ul style="list-style-type: none"> <li>○ Personal Values and Beliefs                 <ul style="list-style-type: none"> <li>▪ <b>Alignment with Values:</b> ensure the decision is in line with your core values and ethical beliefs</li> <li>▪ <b>Moral Considerations:</b> reflect on the moral implications of your choice</li> </ul> </li> <li>○ Goals and Objectives                 <ul style="list-style-type: none"> <li>▪ <b>Short-Term Goals:</b> consider how the decision will affect your immediate goals</li> <li>▪ <b>Long-Term Goals:</b> evaluate the impact on your long-term aspirations and plans</li> </ul> </li> <li>○ Information and Knowledge                 <ul style="list-style-type: none"> <li>▪ <b>Gather Information:</b> collect relevant information and facts to understand the implications fully</li> <li>▪ <b>Seek Advice:</b> consult with trusted friends, family, or mentors for their insights and experiences</li> </ul> </li> <li>○ Alternatives and Options                 <ul style="list-style-type: none"> <li>▪ <b>Identify Alternatives:</b> list all possible options and solutions</li> <li>▪ <b>Evaluate Choices:</b> consider the pros and cons of each alternative</li> </ul> </li> <li>○ Risks and Consequences                 <ul style="list-style-type: none"> <li>▪ <b>Potential Risks:</b> identify potential risks and uncertainties associated with each option</li> <li>▪ <b>Weigh Consequences:</b> evaluate the possible outcomes and their impact on your life</li> </ul> </li> <li>○ Resources                 <ul style="list-style-type: none"> <li>▪ <b>Financial Resources:</b> assess your financial situation and the costs involved in each option</li> <li>▪ <b>Time and Energy:</b> consider the time and effort required for each choice</li> <li>▪ <b>Support System:</b> evaluate the availability of support from family and friends</li> </ul> </li> <li>○ Personal Well-Being                 <ul style="list-style-type: none"> <li>▪ <b>Physical Health:</b> consider the impact on your physical health</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Mental Health:</b> reflect on how the decision might affect your mental and emotional well-being</li> <li>○ Timing <ul style="list-style-type: none"> <li>▪ <b>Urgency:</b> determine the urgency of the decision and whether it can be postponed.</li> <li>▪ <b>Optimal Timing:</b> consider the best timing for the decision to maximize benefits and minimize risks</li> </ul> </li> <li>○ Future Implications <ul style="list-style-type: none"> <li>▪ <b>Long-Term Effects:</b> evaluate how the decision will affect your future opportunities and lifestyle</li> <li>▪ <b>Sustainability:</b> consider whether the decision is sustainable in the long run</li> </ul> </li> <li>○ Gut Feeling and Intuition <ul style="list-style-type: none"> <li>▪ <b>Trust Your Instincts:</b> pay attention to your gut feeling and intuition about the decision</li> <li>▪ <b>Emotional Response:</b> reflect on your emotional response to each option</li> </ul> </li> <li>○ Ethical and Social Considerations <ul style="list-style-type: none"> <li>▪ <b>Impact on Others:</b> consider how your decision will affect those around you, including family, friends, and community</li> <li>▪ <b>Social Responsibility:</b> reflect on the broader social implications of your choice</li> </ul> </li> <li>○ Feasibility and Practicality <ul style="list-style-type: none"> <li>▪ <b>Realistic Assessment:</b> assess whether the decision is practical and achievable given your current circumstances</li> <li>▪ <b>Implementation Plan:</b> consider how you will implement your decision and any potential obstacles</li> </ul> </li> <li>○ Past Experiences <ul style="list-style-type: none"> <li>▪ <b>Lessons Learned:</b> reflect on past experiences and similar decisions to identify what worked and what didn't</li> <li>▪ <b>Patterns and Trends:</b> consider any patterns or trends that might influence your decision</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Supporting learners to assess the factors that they had to consider when making decision</li> <li>• Discussion on major decisions in life and assessment of the factors to be considered when making these decisions</li> <li>• Analysis of the result of a specific decision made including rationale</li> </ul>
<p>3. Understand how to learn from mistakes within the decision-making process.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on examples of negative consequences of specific decisions, made such as: <ul style="list-style-type: none"> <li>○ You marry the wrong person</li> <li>○ You take a bribe</li> <li>○ You are unfaithful</li> <li>○ You have an unplanned pregnancy when you aren't ready yet – materially or emotionally</li> <li>○ You steal</li> <li>○ You spend more than you earn</li> <li>○ You drink alcohol every day</li> <li>○ You eat unhealthy fast food daily</li> <li>○ You don't show your family affection</li> <li>○ You play games or watch YouTube during lesson/working hours</li> <li>○ You watch TV instead of reading</li> <li>○ You go to a job you hate every day</li> <li>○ Cheating in an exam</li> </ul> </li> <li>• Supporting learners to identify a decision and complete a personal reflection and description of a decision made with negative</li> </ul>

	<p>consequences of the decision/analysis of how the decision might have been made differently to improve the outcome</p> <ul style="list-style-type: none"><li>• Research on the decision-making techniques<ul style="list-style-type: none"><li>○ Don't let stress get the better of you</li><li>○ Give yourself some time (if possible)</li><li>○ Weigh the pros and cons</li><li>○ Think about your goals and values</li><li>○ Consider all the possibilities</li><li>○ Talk it out</li><li>○ Keep a diary</li><li>○ Plan how you'll tell others, if it is an unpopular decision</li><li>○ Rethink your options</li></ul></li></ul>
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Title	Understanding Peer Pressure	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ769	
Unit Reference No	D/506/2508	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and recognise peer pressure and the affects that this has on young people.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand what is meant by peer pressure.	1.1. Describe what is meant by peer pressure.	
2. Understand the origins of peer pressure.	2.1. Describe direct and indirect peer pressure and its origins. 2.2. Give examples of peer pressure for individuals.	
3. Recognise how peer pressure affects young people.	3.1. Describe the impact of positive and negative peer pressure on an individual's lifestyle. 3.2. Describe what can be done to limit negative peer pressure.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding Peer Pressure
<p>1. Understand what is meant by peer pressure.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on peer pressure including:           <ul style="list-style-type: none"> <li>○ Definition of the term ‘peer pressure’ and who might put peer pressure on someone, including:               <ul style="list-style-type: none"> <li>▪ Positive peer pressure</li> <li>▪ Negative peer pressure</li> </ul> </li> <li>○ Identification of how peer pressure makes someone feel:               <ul style="list-style-type: none"> <li>▪ Pressurised</li> <li>▪ Scared</li> <li>▪ Nervous</li> <li>▪ Hopeless</li> <li>▪ Guilty</li> <li>▪ Motivated</li> <li>▪ Supported</li> <li>▪ Inspired</li> <li>▪ Confident</li> </ul> </li> <li>○ Strategies on how to respond to peer pressure</li> </ul> </li> </ul>
<p>2. Understand the origins of peer pressure.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Descriptions of direct and indirect peer pressure including:           <ul style="list-style-type: none"> <li>○ Direct peer pressure is clear express instruction from someone in the peer group to another telling him what to do</li> <li>○ Direct peer pressure is normally behaviour centric               <ul style="list-style-type: none"> <li>▪ E.g. A teenager hands another teen an alcoholic drink, or makes a sexual advance, or looks at another student’s paper during a test. The other teen is put in a position of having to make an on-the-spot decision</li> </ul> </li> <li>○ Indirect peer pressure is implied pressure which might be felt by the attitudes of a peer group concerning dress or actions, influencing others to conform to their beliefs               <ul style="list-style-type: none"> <li>▪ E.g. A teen overhears a friend gossiping about another person and then reacts to the gossip, that is indirect peer pressure. Or if a younger person learns that the popular kids’ parties include alcohol or drugs, that indirect pressure may prompt them to experiment as a way to gain acceptance</li> </ul> </li> <li>○ Direct negative peer pressure is friends directly asking someone to do something. As you can imagine, this is a powerful form of peer pressure because it’s much more difficult to resist. A teen is afraid of ridicule and losing their friend(s) if they don’t do what is asked</li> <li>○ Indirect negative peer pressure is not as powerful but can still greatly influence the decisions a teen makes. Indirect peer pressure is what one sees and hears other teenagers doing. Since others are wearing something or doing something, they should follow suit to fit into the group. No one necessarily asks someone to do anything, but it’s an unspoken pressure that they feel</li> </ul> </li> <li>• Identification of examples of peer pressure for individuals including:           <ul style="list-style-type: none"> <li>○ Positive peer pressure               <ul style="list-style-type: none"> <li>▪ Being encouraged to join the Debate Team can improve your self-confidence and listening / thinking skills</li> <li>▪ Going to college can be positive for your future</li> <li>▪ Following the rules can keep you out of trouble and focus on what is important</li> <li>▪ Being on time for school</li> <li>▪ Respecting others</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Exercising</li> <li>▪ Volunteering</li> <li>▪ Tutoring other students to share your knowledge</li> <li>○ Negative peer pressure <ul style="list-style-type: none"> <li>▪ Drinking alcohol while you are underage</li> <li>▪ Smoking</li> <li>▪ Experimenting with drugs</li> <li>▪ Stealing</li> <li>▪ Having sexual relations before you are ready or want to</li> <li>▪ Bullying or teasing others</li> <li>▪ Skipping school</li> <li>▪ Driving fast or drag racing</li> </ul> </li> <li>• Scenarios where someone facing peer pressure needs to assess the risks and benefits of saying Yes/ No</li> </ul>
<p>3. Recognise how peer pressure affects young people.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Exploration of the impact of positive and negative peer pressure on an individual's lifestyle, including: <ul style="list-style-type: none"> <li>○ Positive effects of peer pressure include: <ul style="list-style-type: none"> <li>▪ A sense of belonging and support</li> <li>▪ Increased self-confidence</li> <li>▪ Introduction to positive hobbies and interests</li> <li>▪ Reinforcement of positive habits and attitudes</li> </ul> </li> <li>○ Negative effects of peer pressure include: <ul style="list-style-type: none"> <li>▪ Pressure to use alcohol, cigarettes, or drugs</li> <li>▪ Pressure to engage in risk taking behaviours</li> <li>▪ Distraction from schoolwork</li> <li>▪ Distance between family and existing friends</li> <li>▪ Drastic changes in behaviour and attitudes</li> </ul> </li> </ul> </li> <li>• Strategies to limit negative peer pressure, such as: <ul style="list-style-type: none"> <li>○ Say it with confidence</li> <li>○ Be assertive</li> <li>○ Practise saying 'no' so that it's easier when someone asks</li> <li>○ Try not to judge them</li> <li>○ By respecting their choices, they should respect yours</li> <li>○ Spend time with friends who can say 'no'</li> <li>○ Suggest something else to do</li> </ul> </li> </ul>

Title	Understanding Cyberbullying	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ766	
Unit Reference No	L/506/2505	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of Cyberbullying, its effects and how to safeguard against it.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand cyberbullying.	1.1. Describe what cyberbullying is. 1.2. Describe forms of cyberbullying.	
2. Understand the effects of cyberbullying.	2.1. Describe the effects of cyberbullying. 2.2. Describe emotions associated with cyberbullying.	
3. Recognise sources of help and support for cyberbullying.	3.1. Describe sources of help and support for those involved in cyberbullying.	
4. Know how to safeguard against cyberbullying.	4.1. Describe how an individual can safeguard against bullying on: a) social networking sites b) mobile phones and smart phones c) emails and chat rooms. 4.2. Describe ways to record incidences of cyberbullying.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Understanding Cyberbullying
<p>1. Understand cyberbullying.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definition on what is Cyberbullying – points to note: <ul style="list-style-type: none"> <li>○ Cyberbullying is when someone uses electronic or digital communication to bully someone. This usually happens through messages that are intimidating or threatening</li> <li>○ Most common medium for cyberbullying is mobile device internet usage</li> <li>○ About half of LGBTQ+ students experience cyberbullying</li> </ul> </li> <li>• Discussion on how cyberbullying differs from face-to-face bullying including: <ul style="list-style-type: none"> <li>○ Young people could be bullied anywhere, anytime – even when they’re at home</li> <li>○ It can reach a vast audience in a matter of seconds</li> <li>○ It has the potential to draw in large numbers of people</li> <li>○ It takes ‘repetition’ to a different level, with hurtful comments and images being shared multiple times</li> <li>○ It has the potential to impact at any time of day or night</li> <li>○ It can offer a degree of anonymity to the perpetrator</li> <li>○ It’s difficult to police and to punish</li> <li>○ There is often some form of evidence (e.g. screenshot, text message)</li> </ul> </li> <li>• Exploration on the concept and idea of cyberbullying: <ul style="list-style-type: none"> <li>○ What it is</li> <li>○ What it looks like</li> <li>○ Where it can happen</li> </ul> </li> <li>• Identification of the different forms of cyberbullying such as: <ul style="list-style-type: none"> <li>○ Harassment</li> <li>○ Exclusion</li> <li>○ Trickery</li> <li>○ Outing</li> <li>○ Cyberstalking</li> <li>○ Dissing</li> <li>○ Negative talk</li> </ul> </li> </ul>
<p>2. Understand the effects of cyberbullying.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on the effects of cyberbullying including: <ul style="list-style-type: none"> <li>○ Emotional</li> <li>○ Academic</li> <li>○ Behavioural</li> </ul> </li> <li>• Descriptions on the effects of cyberbullying including: <ul style="list-style-type: none"> <li>○ Emotional <ul style="list-style-type: none"> <li>• Becomes withdrawn or shy</li> <li>• Shows signs of depression</li> <li>• Is extremely moody or agitated</li> <li>• Is anxious or overly stressed out</li> <li>• Shows signs of aggressive behaviour</li> </ul> </li> <li>○ Academic <ul style="list-style-type: none"> <li>• Doesn’t want to go to school</li> <li>• Gets into trouble at school</li> <li>• Skips school</li> <li>• Loses interest in school</li> <li>• Drops in grades</li> </ul> </li> <li>○ Behavioural</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Suddenly stops using the computer</li> <li>• Changes eating or sleeping habits (e.g. nightmares)</li> <li>• No longer wants to participate in activities once enjoyed</li> <li>• Self-harm, attempts or threatens suicide</li> <li>• Suddenly changes friends</li> <li>• The biggest red flag is a withdrawal from technology. If you notice a sudden change in computer or phone usage</li> <li>• Identification of the emotions associated with Cyberbullying including: <ul style="list-style-type: none"> <li>○ Isolation</li> <li>○ Anger</li> <li>○ Powerlessness</li> <li>○ They may lose interest in things they once enjoyed and spend less time interacting with family and friends.</li> <li>○ Depression and anxiety</li> <li>○ Low self-esteem</li> <li>○ Academic issues</li> <li>○ Suicidal thoughts and self-harm</li> </ul> </li> </ul>
<p>3. Recognise sources of help and support for cyberbullying.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on sources of help and support for those involved in cyberbullying including organisations that provide support and online support services</li> </ul>
<p>4. Know how to safeguard against cyberbullying.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on how to safeguard against cyberbullying using a range of situations including: <ul style="list-style-type: none"> <li>○ Change your privacy settings</li> <li>○ Block and un-friend</li> <li>○ Keep your personal details private</li> <li>○ Take a break from your phone or computer</li> <li>○ Save harassing emails, texts, or messages</li> <li>○ Report bullying where it happens</li> <li>○ Tell an adult that you trust</li> <li>○ Don't respond to mean or threatening messages</li> <li>○ Report serious threats to the police</li> <li>○ Develop critical thinking</li> <li>○ Evaluate consequences</li> <li>○ Strengthen self-esteem</li> <li>○ Positive self-image</li> <li>○ Set boundaries</li> <li>○ Online limits/ set clear boundaries</li> <li>○ Use privacy settings on social media to control who can view and interact with your content</li> <li>○ Seek support</li> <li>○ Promote positive use of technology</li> <li>○ Enhance digital literacy to navigate the online world safely and responsibly</li> </ul> </li> <li>• Identification of ways to record incidences of cyberbullying, such as: <ul style="list-style-type: none"> <li>○ Keeping a cyberbullying record or log</li> <li>○ Tell someone</li> <li>○ Keep a copy of everything</li> <li>○ Keep data secure</li> </ul> </li> </ul>

Title	Managing Risk	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CAZ760	
Unit Reference No	A/506/2497	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise a range of situations involving risk and possible strategies to manage risk.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Recognise a range of situations involving risk to self and others.	1.1. Describe a range of situations involving risk to self and others. 1.2. Describe situations involving risk where pressure could be used to influence others.	
2. Know how to manage risk.	2.1. Describe the positive and negative aspects of risk. 2.2. Describe the importance of assessing and managing risk. 2.3. Assess risk in a given situation.	
3. Recognise own response to risk.	3.1. Describe reasons for own risk-taking and associated feelings.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Managing Risk
1. Recognise a range of situations involving risk to self and others.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Discussion on risk- what constitutes a risk:               <ul style="list-style-type: none"> <li>○ Behaviour / action that directly or indirectly has a negative effect on health, happiness or other people</li> </ul> </li> <li>• Exploration of a range of situations involving risk to self and others, including who might be at risk. Selection and descriptions of a range of risks, such as:               <ul style="list-style-type: none"> <li>○ Anti-social behaviour</li> <li>○ Unprotected sex</li> <li>○ Deliberate self-harm</li> <li>○ Severe or excessive dieting</li> <li>○ Compulsive overeating</li> <li>○ Dangerous driving</li> </ul> </li> <li>• Identification of situations involving risk where pressure could be used to influence others, such as:               <ul style="list-style-type: none"> <li>○ Romantic Relationships                   <ul style="list-style-type: none"> <li>▪ A person wants to end their relationship with the person they have been dating. However, whenever they try to bring up the topic, their partner becomes extremely upset and threatens self-harm if they leave</li> </ul> </li> <li>○ Academic Performance                   <ul style="list-style-type: none"> <li>▪ A group of students are deciding whether to cheat on a crucial final exam. The risk is high, as getting caught could result in expulsion or having the exam results invalidated. One student comes under pressure from others to take part in a process to hide answers</li> </ul> </li> <li>○ Social Decision-Making                   <ul style="list-style-type: none"> <li>▪ A group of friends are hosting a house party when an acquaintance and their friends arrive with pills to "get the party started." Most of the group become excited and decide to take the pills</li> <li>▪ A young driver has recently passed their driving test and was gifted a car. Their friends encourage them to pick them up and head down to the known local racing spot to show off their new car</li> <li>▪ The designated driver for a night out decides they would like to have a drink as well. The group want to arrange a taxi but the driver suggests they will be ok because they had a meal before drinking and the roads are quieter at night</li> </ul> </li> <li>○ Financial Decision                   <ul style="list-style-type: none"> <li>▪ A full-time student also works part-time, but most of their earnings go toward travel, food, and study materials. Meanwhile, their friends have started using betting apps and scratch cards to make extra money for nights out, driving lessons, and branded clothing</li> </ul> </li> </ul> </li> </ul>
2. Know how to manage risk.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Identification of positive and negative aspects of risk in different context such as:               <ul style="list-style-type: none"> <li>○ Positive Aspects of Risk-Taking                   <ul style="list-style-type: none"> <li>• Personal growth</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Increased self confidence</li> <li>• Skill development</li> <li>• Sense of accomplishment</li> <li>• Builds resilience</li> <li>○ Negative Aspects of Risk-Taking             <ul style="list-style-type: none"> <li>• Financial Loss</li> <li>• Damage to Reputation</li> <li>• Personal Harm</li> <li>• Relationship Strain</li> <li>• Emotional stress</li> </ul> </li> <li>• Exploration of assessment and management of risk:             <ul style="list-style-type: none"> <li>○ <b>Risk Assessment:</b> evaluate potential risks and rewards thoroughly before making decisions</li> <li>○ <b>Contingency Planning:</b> have backup plans in place to mitigate potential negative outcomes</li> <li>○ <b>Informed Decision-Making:</b> gather as much information as possible and seek advice from experts</li> <li>○ <b>Gradual Exposure:</b> start with smaller risks to build confidence and experience before taking on larger ones</li> <li>○ <b>Reflect and Learn:</b> analyse outcomes of past risks to learn from successes and failures</li> </ul> </li> <li>• Written outline of a scenario showing the importance of assessing and managing risk</li> <li>• Individual learners' reflections on own situation and how they assessed risk</li> </ul>
<p>3. Recognise own response to risk.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Analysis of individuals own personal reasons for taking risk:             <ul style="list-style-type: none"> <li>○ What prompted the risk</li> <li>○ Reflection on how this felt</li> <li>○ What feelings were involved in the decision to take the risk</li> <li>○ What feelings were involved after the risk was taken</li> </ul> </li> <li>• Supporting learners to complete self-reflective report, describing different situations involving own risk taking, including:             <ul style="list-style-type: none"> <li>○ Details of the risk</li> <li>○ Description of the potential dangers</li> <li>○ Associated feelings around the situation</li> </ul> </li> </ul>

Title	Peer Leadership	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBB001	
Unit Reference No	F/506/8334	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain a knowledge and understanding of peer leadership skills.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand the role of peer leaders.	1.1. Describe the role of a peer leader. 1.2. Describe the qualities, skills and knowledge required to be an effective peer leader.	
2. Understand different leadership styles.	2.1. Describe different leadership styles that may be used in peer activities. 2.2. Describe own leadership style and how it can be applied to leading peer activities. 2.3. Describe the impact of group dynamics on leading peer activities.	
3. Be able to plan, deliver and evaluate a peer leadership activity.	3.1. Plan and deliver a peer leadership activity. 3.2. Assess own practice as a peer leader identifying areas for improvement.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit Title: Peer Leadership
1. Understand the role of peer leaders.	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Definitions of peer leadership</li> <li>• Examination of the role of a peer leader.</li> <li>• Exploration on the qualities, skills and knowledge required to be an effective peer leader including               <ul style="list-style-type: none"> <li>○ Qualities                   <ul style="list-style-type: none"> <li>▪ Empathy:                       <ul style="list-style-type: none"> <li>• Ability to understand and share the feelings of others</li> <li>• Builds trust and rapport among peers</li> </ul> </li> <li>▪ Integrity:                       <ul style="list-style-type: none"> <li>• Honesty and strong moral principles</li> <li>• Ensures trustworthiness and reliability</li> </ul> </li> <li>▪ Confidence:                       <ul style="list-style-type: none"> <li>• Self-assurance without arrogance</li> <li>• Encourages others to follow and trust in the leader's capabilities</li> </ul> </li> <li>▪ Patience:                       <ul style="list-style-type: none"> <li>• Ability to stay calm and composed, especially in challenging situations</li> <li>• Essential for dealing with diverse personalities and conflicts</li> </ul> </li> <li>▪ Open-Mindedness:                       <ul style="list-style-type: none"> <li>• Willingness to consider different perspectives and ideas</li> <li>• Fosters an inclusive and collaborative environment</li> </ul> </li> </ul> </li> <li>○ Skills                   <ul style="list-style-type: none"> <li>▪ Communication Skills:                       <ul style="list-style-type: none"> <li>• Clear and effective verbal and written communication</li> <li>• Active listening and the ability to convey ideas and feedback constructively</li> </ul> </li> <li>▪ Conflict Resolution:                       <ul style="list-style-type: none"> <li>• Ability to mediate disputes and find mutually acceptable solutions</li> <li>• Maintains a harmonious and productive group dynamic</li> </ul> </li> <li>▪ Problem-Solving:                       <ul style="list-style-type: none"> <li>• Analytical thinking to identify issues and develop practical solutions</li> <li>• Encourages innovation and adaptability</li> </ul> </li> <li>▪ Team Building:                       <ul style="list-style-type: none"> <li>• Ability to bring people together and foster a sense of unity</li> <li>• Encourages collaboration and a sense of belonging</li> </ul> </li> <li>▪ Time Management:                       <ul style="list-style-type: none"> <li>• Efficiently organising and prioritising tasks</li> <li>• Ensures productivity and helps peers manage their own time effectively</li> </ul> </li> <li>▪ Motivation and Inspiration:                       <ul style="list-style-type: none"> <li>• Ability to inspire and motivate peers to achieve their best</li> <li>• Creates a positive and energetic atmosphere</li> </ul> </li> </ul> </li> <li>○ Knowledge                   <ul style="list-style-type: none"> <li>▪ Understanding of Group Dynamics:                       <ul style="list-style-type: none"> <li>• Knowledge of how groups function and the stages of team development</li> <li>• Helps in managing and guiding the group effectively</li> </ul> </li> <li>▪ Subject Matter Expertise:                       <ul style="list-style-type: none"> <li>• In-depth knowledge of the relevant field or subject</li> <li>• Gains respect and credibility from peers</li> </ul> </li> <li>▪ Leadership Theories and Practices:</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding different leadership styles and when to apply them</li> <li>• Informs a flexible and adaptive leadership approach</li> <li>▪ Cultural Competence:             <ul style="list-style-type: none"> <li>• Awareness and understanding of cultural differences and diversity</li> <li>• Promotes inclusivity and respect within the group</li> </ul> </li> <li>▪ Emotional Intelligence:             <ul style="list-style-type: none"> <li>• Ability to recognise, understand, and manage one’s own emotions and those of others</li> <li>• Enhances interpersonal relationships and decision-making</li> </ul> </li> </ul>
<p>2. Understand different leadership styles.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Research on different leadership styles and how they are used in peer leadership activities including:             <ul style="list-style-type: none"> <li>○ Visionary</li> <li>○ Authoritative</li> <li>○ Autocratic</li> <li>○ Transactional</li> <li>○ Coach-style</li> <li>○ Strategic</li> <li>○ Democratic</li> <li>○ Bureaucratic</li> <li>○ Laissez-faire</li> <li>○ Charismatic</li> <li>○ Supportive</li> </ul> </li> <li>• Supporting learners to identify and complete a personal review of own leadership style</li> <li>• Exploration of the impact of group dynamics on leading group activities, such as:             <ul style="list-style-type: none"> <li>○ Influence on Group Cohesion                 <ul style="list-style-type: none"> <li>▪ <u>Positive Impact</u></li> <li>• <b>Increased Trust and Cooperation:</b> strong group dynamics foster trust and cooperation, making it easier for the leader to guide activities and achieve group goals</li> <li>• <b>Enhanced Motivation:</b> a cohesive group tends to be more motivated, with members willing to support each other and work towards common objectives</li> <li>• <u>Negative Impact:</u></li> <li>• <b>Cliques and Fragmentation:</b> poor group dynamics can lead to the formation of cliques, causing fragmentation and hindering overall group cohesion</li> <li>• <b>Conflict and Distrust:</b> lack of trust and unresolved conflicts can disrupt group activities and reduce the group's effectiveness</li> </ul> </li> <li>○ Effect on Communication                 <ul style="list-style-type: none"> <li>• <u>Positive Impact</u></li> <li>• <b>Open Communication Channels:</b> healthy group dynamics encourage open and honest communication, allowing for the free exchange of ideas and feedback</li> <li>• <b>Active Participation:</b> when members feel comfortable and valued, they are more likely to actively participate in discussions and activities</li> <li>• <u>Negative Impact</u></li> <li>• <b>Miscommunication and misunderstandings:</b> dysfunctional group dynamics can lead to miscommunication, misunderstandings, and a lack of clarity in roles and responsibilities</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Inhibited Expression:</b> fear of judgment or conflict may cause some members to withhold their opinions, reducing the diversity of ideas and potential solutions</li> <li>○ Impact on Decision-Making             <ul style="list-style-type: none"> <li>• <u>Positive Impact</u></li> <li>• <b>Collaborative Decision-Making:</b> effective group dynamics facilitate collaborative decision-making, leveraging the collective knowledge and expertise of all members</li> <li>• <b>Creative Problem-Solving:</b> a supportive environment encourages creative thinking and innovative problem-solving approaches</li> <li>• <u>Negative Impact</u></li> <li>• <b>Groupthink:</b> overly cohesive groups may fall into groupthink, where the desire for harmony suppresses dissenting opinions and critical thinking</li> <li>• <b>Dominance by Few:</b> poor dynamics can result in decisions being dominated by a few vocal members, marginalizing others and potentially leading to suboptimal outcomes</li> </ul> </li> <li>○ Effect on Productivity             <ul style="list-style-type: none"> <li>• <u>Positive Impact</u></li> <li>• <b>Synergy and Efficiency:</b> Good group dynamics create synergy, where the collective effort of the group exceeds the sum of individual contributions, leading to higher productivity and efficiency</li> <li>• <b>Clear Role Definition:</b> Understanding and respect for individual roles within the group ensure tasks are completed effectively and on time</li> <li>• <u>Negative Impact</u></li> <li>• <b>Distraction and Disengagement:</b> Conflicts and negative dynamics can distract members and lead to disengagement, reducing overall productivity</li> <li>• <b>Lack of Accountability:</b> Poor dynamics may result in unclear responsibilities, leading to a lack of accountability and incomplete tasks</li> </ul> </li> <li>○ Influence on Group Morale             <ul style="list-style-type: none"> <li>• <u>Positive Impact</u></li> <li>• <b>High Morale and Satisfaction:</b> Positive group dynamics contribute to high morale and job satisfaction, making group activities more enjoyable and fulfilling</li> <li>• <b>Strong Support System:</b> A supportive group provides emotional and practical support, enhancing members' confidence and resilience</li> <li>• <u>Negative Impact</u></li> <li>• <b>Low Morale and Burnout:</b> Negative dynamics can lead to low morale, dissatisfaction, and burnout, reducing the overall effectiveness of group activities</li> <li>• <b>Increased Stress:</b> Dysfunctional interactions and unresolved conflicts can increase stress levels among group members</li> </ul> </li> <li>• Discussions on the impact of group dynamics based around own experience in leading peer activities</li> </ul>
<p>3. Be able to plan, deliver and evaluate a peer leadership activity.</p>	<p><b>Scope</b></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> <li>• Instruction on how to plan and deliver a peer leadership activity</li> <li>• Supporting learners on delivering a peer leadership activity including the different qualities, skills, and knowledge they will require in order to successfully carry out the activity</li> <li>• Assisting learners to complete a self-reflection on their selected peer leadership activity, identifying what went well and what they enjoyed, as</li> </ul>

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well as identifying aspects of the activity that didn't work out well and areas for improvement
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## 11. Quality Assurance of Centre Performance

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### 11.1 Internal Assessment

When delivering and assessing these qualifications, Centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Verifier to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Verifier prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

## **11.2 Internal Verification**

The role of the Internal Verifier is to ensure appropriate internal quality assurance processes are carried out. The Internal Verifier must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Verifier must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Verifiers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the Centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Verifiers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on internal verification practice, please see the 'OCN NI Centre Handbook'. Internal Verification Training is also available and can be booked through the OCN NI Website.

### 11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and internal verification team needs to keep effective records.

- The programme must have an assessment and internal verification plan. When producing a plan, they should consider:
  - the time required for training and standardisation activities
  - the time available to undertake teaching and carry out assessment,
  - consider when learners may complete assessments and when quality assurance will take place
  - the completion dates for different assessment tasks
  - the date by which the assignment needs to be internally verified
  - sampling strategies
  - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
  - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website:

- A1 – Learner Assessment Record per Learner
- A2 – Assessment Decision Form per Learner
- learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Verification Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

### 11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the conditions of recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, 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 External Quality Assurance report and will help OCN NI determine the Centres risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

## 11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the 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 these qualifications must carry out internal standardisation activities prior to the claim for certification.

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.

## 12. Administration

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### 12.1 Registration

A centre must register learners for these qualifications within 90 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through [www.ocnni.org.uk](http://www.ocnni.org.uk).

### 12.2 Certification

Once all internal quality assurance activities have been successfully completed, the Centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

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.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

### 12.3 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.

### 12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

## **12.5 Retention of Evidence**

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

**OCN NI Level 1 Award in Social Media**  
**Qualification Number: 601/1721/7**

**OCN NI Level 2 Award in Personal Success and Well-Being**  
**Qualification Number: 601/1723/0**

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Operational start date: 01 November 2013  
Operational end date: 30 June 2025

Certification end date: 30 June 2026 (Level 1)  
Certification end date: 30 June 2027 (Level 2)

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