



## Qualification Specification for:

**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

## Qualification Regulation Information

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

Qualification Number:	601/3262/0
Operational start date:	1 June 2014
Operational end date:	31 December 2027
Certification end date:	31 December 2029

### 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

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. Learners have up to 2 years after this date to complete the qualification and claim their certificate.

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

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## Foreword

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

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

This specification sets out:

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

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ocnni.org.uk](http://www.ocnni.org.uk)

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

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## About Regulation

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### **OCN NI**

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

### **The Regulated Qualifications Framework: an overview**

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

#### **Qualification Level**

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

#### **Qualification Size**

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

## Qualification Features

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The OCN NI 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.

### Sector Subject Area

14.1 Foundations for learning and life

### Grading

Grading for these qualifications is pass/fail.

### Qualification Target Group

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.

### Progression Opportunities

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.

### 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 NI Entitlement Framework Qualifications Accreditation Number (NIEFQAN) details all qualifications that have been approved for use in schools in Northern Ireland and provides details of GCSE equivalence for level 1 and level 2 qualifications, and A-level equivalences for qualifications at level 3. The details regarding equivalency



pertain to the distribution of school performance points, comparing these performance points can help both further/higher education institutions and employers determine whether this qualification is comparable and suitable for their needs.

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.

### **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.

### **Qualification Support**

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

### **Delivery Languages**

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

## Centre Requirements for Delivering the Qualification

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### Centre Recognition and Qualification Approval

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

### Centre Staffing

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

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

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

### Tutors

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

### Assessors

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

#### **Assessors must:**

- be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities



### **Internal Verification**

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained centre internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualifications.

#### ***Internal Verifiers must:***

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:

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

## Structure and Content

The table below summarises the structure of these qualifications.

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.

Total Qualification Time (TQT) for this qualification: 60 hours  
 Guided Learning Hours (GLH) for this qualification: 48 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.

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

The Qualifications consist of the following units:

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



## Unit Details

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.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
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.	
<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	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

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.	2.1. State how own values and beliefs have influenced attitude/opinion and behaviour in a given situation. 2.2. State how the values and beliefs of a given group have influenced their attitudes/opinions and behaviour.	
<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 effective interpersonal communication skills with examples including: a) active listening b) non-verbal communication c) appropriateness of language and tone 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.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
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.	
<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
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

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

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

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



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

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

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

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: a) active listening b) non-verbal communication c) appropriateness of language and tone 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

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

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

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

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



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

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

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: 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. 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

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.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
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.	
<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	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

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.	3.1. 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

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

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



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

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

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

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

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.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
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.	
<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
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	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

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

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



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

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

## Quality Assurance of Centre Performance

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### External Verification

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

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

### Standardisation

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

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

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

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

## Administration

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### Registration

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

### Certification

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

### Charges

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

### Equality, Fairness and Inclusion

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

### Retention of Evidence

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

**OCN NI Level 2 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**

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Operational start date: 01 June 2014  
Operational end date: 31 December 2027  
Certification end date: 31 December 2029

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