



Qualification Specification:

OCN NI Level 1 Award in Personal Success and Well-Being

- **Qualification No: 601/5333/7**

OCN NI Level 1 Certificate in Personal Success and Well-Being

- **Qualification No: 601/5334/9**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Qualification	Extended to 31 st December 2032	V2.0 – June 2026
Specification	New format	V2.0 – June 2026

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

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

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

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

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 1 Award and Certificate in Personal Success and Well-Being**.

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

The qualification specification will detail the following aspects of the OCN NI Level 1 Award and Certificate in Personal Success and Well-Being.

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

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

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

4.1 Additional Support

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

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

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

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 1 Award in Personal Success and Well-Being

Qualification Number: 601/5333/7

OCN NI Level 1 Certificate in Personal Success and Well-Being

Qualification Number: 601/5334/9

Operational start date: 1 January 2015

Review date: 31 December 2032

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

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

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

5.2 Sector Subject Area

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

Subject Area: 14.1 Foundations for learning and life

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aim and Objectives

The OCN NI Personal Success and Well-Being qualifications at Level 1 have been designed to support a balanced curriculum by assisting the learner with effective development in personal, social, health and well-being. They build on the broad objectives of the Northern Ireland Curriculum, aiming on empowering young people to achieve their potential and help them deal more effectively with personal and social issues that may affect their physical and mental health. These qualifications have been designed as a progressive route to the same OCN NI qualifications at Level 2.

5.5 Target Learners

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

5.6 Entry Requirements

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

5.7 Progression

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

5.8 Delivery Language

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

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

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

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

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

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

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

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification and a minimum of one year's experience in the area they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

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

The Internal Quality Assurer for these qualifications must meet the following criteria:

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 1 Award and Certificate in Personal Success and Well-Being are designed to support learners in developing the personal, social, and practical skills needed to enhance their well-being and achieve positive outcomes in education, employment, and everyday life. The qualifications aim to build learners' confidence, self-awareness, resilience, and ability to make informed decisions, while promoting healthy lifestyles, positive relationships, and effective communication skills. The qualifications encourage learners to develop the skills and attitudes required to participate positively in their communities and to progress towards further learning, training, or employment. As unitised qualifications assessed on a pass/fail basis, learners are required to demonstrate a comprehensive understanding of the subject matter, ensuring an appropriate level of proficiency in applying the knowledge and skills associated with personal success and well-being.

7.2 Qualification Level

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

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 1 Award in Personal Success and Well-Being	
Total Qualification Time (TQT):	60 hours
Total Credits Required:	6 credits
Guided Learning Hours (GLH):	54 hours
OCN NI Level 1 Certificate in Personal Success & Well-Being	
Total Qualification Time (TQT):	130 hours
Total Credits Required:	13 credits
Guided Learning Hours (GLH):	117 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 1 Award in Personal Success and Well-Being** learners must complete a total of 6 credits at Level 1. A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Level 1.

To achieve the **OCN NI Level 1 Certificate in Personal Success and Well-Being** learners must complete a total of 13 credits at Level 1. A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Level 1.

8. Assessment Structure

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

8.1 Assessment Guidance: Portfolio

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

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

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

8.2 Understanding the Units

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

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

9. Qualification Summary by Unit

OCN NI Level 1 Award in Personal Success and Well-Being

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

Guided Learning Hours (GLH) for this qualification: 54 hours

In order to achieve the OCN NI Level 1 Award in Personal Success and Well-being the learner must successfully complete a total of 6 credits at Level 1. A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Level 1.

OCN NI Level 1 Certificate in Personal Success and Well-Being

Total Qualification Time (TQT) for this qualification: 130 hours

Guided Learning Hours (GLH) for this qualification: 117 hours

In order to achieve the OCN NI Level 1 Certificate in Personal Success and Well-Being, the learner must successfully complete a total of 13 credits at Level 1. A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Level 1.

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Mandatory Group A					
T/506/2479	CAZ749	Understanding Equality and Diversity	9	1	One
D/506/2458	CAZ739	Understanding Beliefs and Values	9	1	One
M/506/2478	CAZ737	Prejudice and Discrimination	18	2	One
A/506/2452	CAZ732	Exploring Cultural Diversity	18	2	One

Mandatory Group B					
A/506/2449	CAZ729	Assertiveness	9	1	One
F/506/2453	CAZ733	Improving Confidence and Self-esteem	9	1	One
Y/506/2488	CAZ735	Participating in a Personal Well-Being Enrichment Activity	9	1	One
L/506/2486	CAZ753	Using Interpersonal Communication Skills	9	1	One
R/506/2473	CAZ745	Exploring own Personal Identity	9	1	One
L/506/2455	CAZ736	Personal Motivation	9	1	One
F/507/9933	CBD356	Managing Personal Finances	9	1	One
M/617/8774	CBE724	Mental Health, Well-being and Building Resilience	27	3	One
Mandatory Group C					
J/506/2468	CAZ741	Understanding Drugs and Substance Misuse	9	1	One
L/506/2469	CAZ742	Understanding Healthy Lifestyles	18	2	One
T/506/2451	CAZ731	Exploring Environmental Issues	9	1	One
R/506/2487	CAZ754	Personal Improvement through Sport	18	2	One
K/506/2480	CAZ751	Understanding Sex and Relationships	18	2	One
Y/506/2474	CAZ747	Influences on Body Image	9	1	One
M/506/2450	CAZ730	Eating Disorders	9	1	One
Y/506/2457	CAZ738	Stress Management Techniques	9	1	One

Mandatory Group D					
D/506/2489	CAZ750	Understanding Individual Rights and Responsibilities	9	1	One
D/506/2475	CAZ748	Understanding and Dealing with Bullying	18	2	One
L/506/2472	CAZ796	Exploring Feelings and Emotions	9	1	One
L/506/2522	CAZ746	Exploring Relationships	18	2	One
M/506/2481	CAZ752	Understanding Teamwork Skills	18	2	One
J/507/9934	CBD357	Roles and Responsibilities of Parents	9	1	One
Mandatory Group E					
J/506/2471	CAZ744	Understanding the Decision Making Process	9	1	One
F/506/2470	CAZ743	Understanding Peer Pressure	9	1	One
Y/506/2460	CAZ740	Understanding Cyberbullying	9	1	One
J/506/2454	CAZ734	Managing Risk	9	1	One
A/506/8333	CBB000	Peer Leadership	18	2	One

10. Unit Content

10.1 Understanding Equality and Diversity

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	
Unit purpose and aim(s): This unit will enable the learner to understand aspects of equality and diversity.		
Learning Outcomes		Assessment Criteria
1. Understand aspects of equality and diversity.		1.1. 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.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.2 Understanding Beliefs and Values

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	
Unit purpose and aim(s): This unit will enable the learner to explore own beliefs and values and how these may influence others.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by beliefs and values.	1.1. State what is meant by beliefs and values. 1.2. Identify 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.3 Prejudice and Discrimination

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	
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by the terms prejudice and discrimination and recognise the value of Equal Opportunities legislation.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by the terms prejudice and discrimination.	1.1. 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.	
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.4 Exploring Cultural Diversity

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	
Unit purpose and aim(s): This unit will enable the learner to explore cultural diversity within own community and recognise how to promote community integration.		
Learning Outcomes	Assessment Criteria	
1. Recognise cultural traditions in own region.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.5 Assertiveness

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.		
Learning Outcomes	Assessment Criteria	
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.6 Improving Confidence and Self-Esteem

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	
Unit purpose and aim(s): This unit will enable the learner to understand confidence and self-esteem issues and strategies for improvement.		
Learning Outcomes		Assessment Criteria
1. Understand confidence and how it may be improved for an individual.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.7 Participating in a Personal Well-Being Enrichment Activity

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	
Unit purpose and aim(s): This unit will enable the learner to gain knowledge and skills from participating in a personal well-being activity.		
Learning Outcomes		Assessment Criteria
1. Be able to participate in an enrichment activity to promote personal well-being.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.8 Using Interpersonal Communication Skills

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	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of effective interpersonal communication skills and how to apply these.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of effective interpersonal communication skills.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.9 Exploring own Personal Identity

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	
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by personal identity and its relationship to self-esteem and confidence.		
Learning Outcomes	Assessment Criteria	
1. Understand 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.10 Personal Motivation

Title	Personal Motivation	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ736	
Unit Reference No	L/506/2455	
Unit purpose and aim(s): This unit will enable the learner to understand own personal motivation and how it may be improved.		
Learning Outcomes		Assessment Criteria
1. Understand motivation and its impact.	1.1. 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	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.11 Managing Personal Finances

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	
Unit purpose and aim(s): 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.		
Learning Outcomes		Assessment Criteria
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.12 Mental Health, Well-being and Building Resilience

Title	Mental Health, Well-being and Building Resilience	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBE724	
Unit Reference No	M/617/8774	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand emotional well-being issues.		
Learning Outcomes	Assessment Criteria	
1. Know what is meant by mental health, emotional well-being and resilience.	1.1. State what is meant by mental health, emotional well-being and resilience.	
2. Be aware of the factors that influence health and emotional well-being.	2.1. Identify factors that may influence an individual's health and emotional well-being.	
3. Be aware of the link between emotions and well-being.	3.1. Outline at least two positive and two negative emotions and how they link to an individual's emotions and well-being.	
4. Know how to improve well-being and resilience.	4.1. Outline with examples how the following 5 ways to well-being may be used to improve well-being and resilience: a) connect b) keep learning c) be active d) take notice e) give to others	
5. Be aware of mental health and well-being sources of advice and support.	5.1. Identify at least two sources of advice and support in local area for mental health and emotional well-being.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

10.13 Understanding Drugs and Substance Misuse

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	
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of drug and substance misuse and associated risks.		
Learning Outcomes		Assessment Criteria
1. Understand drug and substance misuse and associated risks.		1.1. List legal and illegal drugs and other substances. 1.2. 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.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.14 Understanding Healthy Lifestyles

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.		
Learning Outcomes	Assessment Criteria	
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.15 Exploring Environmental Issues

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.		
Learning Outcomes	Assessment Criteria	
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.16 Personal Improvement Through Sport

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.		
Learning Outcomes		Assessment Criteria
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.17 Understanding Sex and Relationships

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	
Unit purpose and aim(s): This unit will enable the learner to be aware of the range of sexual relationships and how to maintain good sexual health.		
Learning Outcomes		Assessment Criteria
1. Understand the range of sexual relationships and associated risks.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.18 Influences on Body Image

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.		
Learning Outcomes	Assessment Criteria	
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.19 Eating Disorders

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.		
Learning Outcomes	Assessment Criteria	
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.20 Stress Management Techniques

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.		
Learning Outcomes		Assessment Criteria
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.21 Understanding Individual Rights and Responsibilities

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	
Unit purpose and aim(s): This unit will enable the learner to understand their rights and responsibilities within society.		
Learning Outcomes		Assessment Criteria
1. Understand the rights and responsibilities of individuals.		1.1. 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.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.22 Understanding and Dealing with Bullying

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	
Unit purpose and aim(s): This unit will enable the learner to understand the effects of bullying.		
Learning Outcomes	Assessment Criteria	
1. Understand the terms victim and bullying.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.23 Exploring Feelings and Emotions

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	
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by feelings and emotions and how to manage these.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by feelings and emotions.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.24 Exploring Relationships

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.		
Learning Outcomes	Assessment Criteria	
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.25 Understanding Teamwork Skills

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	
Unit purpose and aim(s): This unit will enable the learner to understand teamwork skills.		
Learning Outcomes		Assessment Criteria
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.26 Roles and Responsibilities of Parents

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	
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of parenting within today's society.		
Learning Outcomes		Assessment Criteria
1. Recognise challenges faced by families and parents within today's society.	1.1. Outline the range of family structures that exist within today's society. 1.2. List the challenges and opportunities faced by a range of families which exist within today's society.	
2. Understand the impact of parenting on child development.	2.1. Identify the impact of parenting on child development.	
3. Be aware of the impact of teenage pregnancy.	3.1. Outline the emotional, physical, social, academic and financial impact of teenage pregnancy.	
4. Be aware of sources of support for parents.	4.1. List a range of support services available to parents.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

10.27 Understanding the Decision Making Process

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	
Unit purpose and aim(s): This unit will enable the learner to gain knowledge of the decision making process and factors to be considered.		
Learning Outcomes		Assessment Criteria
1. Understand the decision making process.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.28 Understanding Peer Pressure

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	
Unit purpose and aim(s): This unit will enable the learner to understand and recognise peer pressure and the affects that this has on young people.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by peer pressure.	1.1. 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.29 Understanding Cyberbullying

Title	Understanding Cyberbullying	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ740	
Unit Reference No	Y/506/2460	
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of Cyberbullying its effects and how to safeguard against it.		
Learning Outcomes	Assessment Criteria	
1. Understand cyberbullying.	1.1. State 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.30 Managing Risk

Title	Managing Risk	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ734	
Unit Reference No	J/506/2454	
Unit purpose and aim(s): This unit will enable the learner to recognise of situations involving risk and possible strategies to manage risk.		
Learning Outcomes		Assessment Criteria
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.31 Peer Leadership

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.		
Learning Outcomes	Assessment Criteria	
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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

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

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

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

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

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

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

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

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

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

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

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

11.2 Internal Quality Assurance

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

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

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

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

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

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

11.3 Documentation

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

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

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

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

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

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

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

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

11.5 Standardisation

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

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

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

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

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

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 days of commencement of the delivery of the programme.

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

12.2 Certification

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

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

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5 Retention of Evidence

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

OCN NI Level 1 Award in Personal Success and Well-Being**Qualification Number: 601/5333/7****OCN NI Level 1 Certificate in Personal Success and Well-Being****Qualification Number: 601/5334/9**

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