



Qualification Specification for:

**OCN NI Level 1 Certificate in Personal and Social
Development**

➤ **Qualification No: 610/3589/0**

Qualification Regulation Information

OCN NI Level 1 Certificate in Personal and Social Development

Qualification Number: 610/3589/0

Operational start date: 01 January 2024

Operational end date: 31 December 2028

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 and the certification end date is the last date by which learners can claim their certificate.

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

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Foreword

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

→ **OCN NI Level 1 Certificate in Personal and Social Development**

This specification sets out:

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

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

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

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About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

Qualification Features

Sector Subject Area

14.1 Foundations for learning and life

Qualification Aim

The OCN NI Level 1 Certificate in Personal and Social Development qualification has been designed to assist learners to develop their own personal and social skills in order to improve growth in different aspects of life.

Qualification Objectives

The objectives of the OCN NI Level 1 Certificate in Personal and Social Development qualification is to enable learners to develop personal and social skills in the areas of:

- assertiveness
- personal confidence and self-esteem
- mental health, well-being and building resilience
- stress management and understanding healthy lifestyles
- skills for decision making
- exploring cultural diversity
- eating disorders
- exploring feelings and emotions
- personal motivation
- prejudice and discrimination
- influences on body image
- taking part in an enterprise project
- understanding and dealing with bullying

Grading

Grading for this qualification is pass/fail.

Qualification Target Group

The OCN NI Level 1 Certificate in Personal and Social Development is targeted at learners who wish to develop skills which will improve growth in different aspects of their career development and personal life.

Progression Opportunities

The OCN NI Level 1 Certificate in Personal and Social Development enables progression into the OCN NI Level 2 Certificate in Personal and Social Development.

Entry Requirements

There are no formal restrictions on entry though learners should be at least 14 years old.

Qualification Support

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

Delivery Languages

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

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

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

Assessors

The qualification is assessed within the centre and is 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 to at least one level higher than the qualification
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

Internal Verification

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

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

Internal Verifiers must:

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training 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

OCN NI Level 1 Certificate in Personal and Social Development

In order to achieve the OCN NI Level 1 Certificate in Personal and Social Development the learner must complete 13 credits from any of the units below:

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

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

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
H/650/9361	CBG494	Assertiveness	1	9	One
J/650/9362	CBG495	Eating Disorders	1	9	One
K/650/9363	CBG496	Exploring Cultural Diversity	2	18	One
L/650/9364	CBG497	Exploring Feelings and Emotions	1	9	One
M/650/9365	CBG498	Personal Confidence and Self-Esteem	1	9	One
R/650/9366	CBG499	Personal Motivation	1	9	One
T/650/9367	CBG500	Prejudice and Discrimination	1	9	One
Y/650/9368	CBG501	Skills for Decision Making	3	27	One
A/650/9369	CBG502	Stress Management Techniques	1	9	One
H/650/9370	CBG503	Understanding Healthy Lifestyles	2	18	One
J/650/9371	CBG504	Mental Health, Well-being and Building Resilience	3	27	One
K/650/9372	CBG505	Influences on Body Image	1	9	One
L/650/9373	CBG506	Taking Part in an Enterprise Project	3	27	One
M/650/9374	CBG507	Understanding and Dealing with Bullying	2	18	One
R/650/9375	CBG508	Exploring Personal Relationships	2	18	One
T/650/9376	CBG509	Managing Personal Finances	1	9	One

<u>Y/650/9377</u>	CBG510	Mental Health Awareness	2	18	One
<u>A/650/9378</u>	CBG511	Understanding Drugs and Substance Misuse	1	9	One
<u>D/650/9379</u>	CBG512	Understanding and Preventing Sexually Transmitted Infections	1	9	One
<u>J/650/9380</u>	CBG513	Young People and Youth Justice	2	18	One

Unit Details

Title	Assertiveness	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG494	
Unit Reference No	H/650/9361	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand assertiveness and the benefits of assertiveness in given situations.		
Learning Outcomes		Assessment Criteria
1. Be aware of the importance of assertiveness.	1.1. Define assertiveness. 1.2. Outline the difference between the following behaviours: a) assertive b) passive c) aggressive	
2. Be aware of how to be assertive and the importance of self-control.	2.1. State two benefits of being assertive. 2.2. Identify a situation where assertiveness could be used to achieve a desired outcome. 2.3. Outline the importance of self-control and the possible consequences of losing control when trying to be 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
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	Eating Disorders	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG495	
Unit Reference No	J/650/9362	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand a range of eating disorders and the connection between food and emotion.		
Learning Outcomes		Assessment Criteria
1. Know the most common types of eating disorders.	1.1. Identify three types of eating disorders. 1.2. Outline the signs and symptoms of the three eating disorders identified in AC1.1.	
2. Be aware of connections between food and emotions.	2.1. Identify four emotions that influence eating habits and appetite. 2.2. Outline one factor that might influence the development of unhealthy eating habits leading to an eating disorder.	
3. Know how to access information and support services related to eating disorders.	3.1. Identify two sources of 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
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	Exploring Cultural Diversity	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBG496	
Unit Reference No	K/650/9363	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore cultural diversity within own community and region.		
Learning Outcomes	Assessment Criteria	
1. Be aware of cultural traditions in own region.	1.1. Identify three different cultural traditions in own region including specific cultural practices.	
2. Be aware of racism and sectarianism.	2.1. Outline what is meant by racism and sectarianism. 2.2. Outline three examples of both racist and sectarian behaviour and the impact on individuals and own local communities.	
3. Be aware of diversity and its value in relation to developing communities emerging from conflict.	3.1. Identify four examples of diversity in relation to own community emerging from conflict. 3.2. Outline the advantages of living in a diverse society. 3.3. Outline how respecting diversity can integrate communities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Exploring Feelings and Emotions	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG497	
Unit Reference No	L/650/9364	
Learn Direct Code	HB1	
<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 appropriately.		
Learning Outcomes		Assessment Criteria
1. Be aware of what is meant by feelings and emotions.	1.1. Illustrate five examples of different feelings and emotions and how they may be expressed in a given situation.	
2. Know how to manage and respond to feelings and emotions.	2.1. Identify two examples negative emotional responses and two examples positive emotional responses to given situations 2.2. Outline a plan to manage own feelings of anger 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
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	Personal Confidence and Self-Esteem	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG498	
Unit Reference No	M/650/9365	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand confidence and self-esteem and the use of short term goal setting as a tool for improvement.		
Learning Outcomes	Assessment Criteria	
1. Be aware of ways of building confidence and self-esteem.	1.1. Define confidence and self-esteem and factors that may impact on them. 1.2. Identify ways of building confidence and self-esteem. 1.3. Outline a situation when he/she: a) felt confident b) lacked confidence 1.4. Outline how confidence building strategies may be applied in one given situation . 1.5. Outline how own confidence and self-esteem influences others' perceptions.	
2. Be able to set objectives to improve personal confidence and self-esteem.	2.1. Identify short term goals to improve confidence and self-esteem in one aspect of own life 2.2. Assess progress towards achievement of own goals, identifying areas for improvement. 2.3. Outline how goal setting has contributed to own confidence 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
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	Personal Motivation	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG499	
Unit Reference No	R/650/9366	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand own personal motivation and how it may be improved.		
Learning Outcomes		Assessment Criteria
1. Be aware of motivation and its impact.	1.1. Define motivation. 1.2. List three different factors that may motivate people. 1.3. Outline one example of how a lack of motivation can impact self and others.	
2. Understand levels of personal motivation.	2.1. Outline two situations from own personal experience to show: a) low motivation b) high motivation 2.2. Outline a plan to improve own low motivation 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
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	Prejudice and Discrimination	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG500	
Unit Reference No	T/650/9367	
Learn Direct Code	HB1	
<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 the consequences for individuals and communities.		
Learning Outcomes		Assessment Criteria
1. Know the terms prejudice and discrimination.	1.1. Outline what is meant by the terms prejudice and discrimination.	
2. Be aware of stereotypical attitudes in relation to prejudice and discrimination.	2.1. Define the term attitude. 2.2. Identify five key factors that may influence how attitudes are formed. 2.3. Outline three examples of stereotypes and the positive and negative factors of each.	
3. Be aware of the consequences of prejudice and discrimination.	3.1. Identify positive and negative consequences of prejudice and discrimination in a given situation and how they may impact individuals and communities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Skills for Decision Making	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBG501	
Unit Reference No	Y/650/9368	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand decision making skills and situations that require assertiveness and self-control.		
Learning Outcomes		Assessment Criteria
1. Know how to make personal decisions and choices with confidence.	1.1. Outline three examples where you made your own personal decisions and choices with confidence.	
2. Be aware of the rights and responsibilities of self and others within a group.	2.1. Identify own and others' rights and responsibilities in a group situation.	
3. Be able to contribute to discussions and negotiate in order to achieve a desired outcome.	3.1. Demonstrate how to contribute appropriately to a discussion in a given situation. 3.2. Demonstrate how to use effective and appropriate negotiation skills to achieve a desired outcome.	
4. Be aware of the benefits of self-control and assertiveness.	4.1. Outline benefits of being assertive. 4.2. Identify two situations in which self-control may be used to achieve a desired outcome 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
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	Stress Management Techniques	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG502	
Unit Reference No	A/650/9369	
Learn Direct Code	HB1	
<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 and support services.		
Learning Outcomes	Assessment Criteria	
1. Know what is meant by stress.	1.1. Define what is meant by stress. 1.2. Outline four possible causes of stress. 1.3. Outline two examples each of the following types of stress: a) positive b) negative	
2. Be aware of the impact of stress on an individual.	2.1. Outline four ways that negative stress can impact an individual physically and mentally.	
3. Be aware of stress management techniques and support services.	3.1. Identify five stress management techniques. 3.2. Identify three support services available to an individual experiencing stress and how they may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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 Healthy Lifestyles	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBG503	
Unit Reference No	H/650/9370	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand healthy lifestyle and its importance for physical, mental and emotional well-being.		
Learning Outcomes	Assessment Criteria	
1. Be aware of the importance of a balanced diet to a healthy lifestyle.	1.1. State what is meant by healthy lifestyle. 1.2. Identify at least three key characteristics of living a healthy lifestyle. 1.3. Identify the essential food groups for a balanced diet.	
2. Know how exercise contributes to a healthy lifestyle.	2.1. State five key benefits of regular physical activity. 2.2. Identify six different types of exercise that may contribute to a healthy lifestyle.	
3. Be aware of emotional and mental well-being.	3.1. State what is meant by emotional and mental well-being. 3.2. Outline how an appropriate work/life balance may contribute to emotional and mental well-being.	
4. Know how to improve own lifestyle.	4.1. Identify one area of own physical or mental health that could be improved. 4.2. Outline two sources of information and support that may assist with improving the area of health identified in AC 4.1 and how they may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
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Title	Mental Health, Well-being and Building Resilience	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBG504	
Unit Reference No	J/650/9371	
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 be able to build resilience.		
Learning Outcomes	Assessment Criteria	
1. Be aware of what is meant by good mental health, well-being and resilience and influencing factors.	1.1. Outline 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. Outline three positive and three negative emotions and possible causes of each. 2.2. Outline how emotions may positively and negatively impact on well-being. 2.3. Outline with examples how emotions may be managed to promote well-being. 2.4. Outline 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. Outline the link connecting positive communication between individuals and good mental health, well-being and resilience.	
4. Know how to improve well-being and resilience.	4.1. Outline 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. Identify at least three tools or techniques that may be used to improve 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.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Influences on Body Image	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG505	
Unit Reference No	K/650/9372	
Learn Direct Code	HB1	
<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. Be aware of media influence on body image.	1.1. Define what is meant by the term body image. 1.2. Illustrate one example of a positive influence and one example of a negative media influence on body image. 1.3. Identify three key influences on own body image.	
2. Know the impact of cultural and historical influences on body image.	2.1. Outline how culture and society may influence body image. 2.2. Illustrate three 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
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	Taking Part in an Enterprise Project	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBG506	
Unit Reference No	L/650/9373	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know how to undertake an enterprise project and market its product or service.		
Learning Outcomes		Assessment Criteria
1. Know how to select an enterprise project.	1.1. Define the following terms: a) enterprise b) market research c) target market 1.2. Select an appropriate enterprise project from given options using market research to inform selection. 1.3. Outline the enterprise project selected in AC 1.2 giving three reasons for selection.	
2. Be able to use market products or services.	2.1. Identify four personal skills and qualities required to effectively market and sell products or services. 2.2. Outline three marketing methods. 2.3. Demonstrate how to use a marketing resource to market a product or service from the enterprise project selected in AC 1.3.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding and Dealing with Bullying	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBG507	
Unit Reference No	M/650/9374	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the effects of bullying and support services available.		
Learning Outcomes		Assessment Criteria
1. Be aware of different forms of bullying and their effects on the victim.	1.1. Define the term bullying. 1.2. Illustrate the following forms of bullying and their effect on the victim a) physical bullying b) verbal bullying c) cyberbullying	
2. Know strategies for dealing with bullying and support services available.	2.1. Outline interventions that may assist with addressing bullying including: a) two focused on the bully b) two focused on the victim 2.2. Identify two sources of help and support services available to victims of bullying and how they may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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	Exploring Personal Relationships	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBG508	
Unit Reference No	R/650/9375	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different personal relationships and how to communicate appropriately within these.		
Learning Outcomes		Assessment Criteria
1. Be aware of different personal relationships.	1.1. Identify three different types of personal relationships. 1.2. Outline what is meant by rights and responsibilities in a personal relationship.	
2. Know how to communicate own needs and views.	2.1. Demonstrate how to communicate own needs and views in a given situation of disagreement.	
3. Be able to interact with others in an appropriate manner.	3.1. Demonstrate how to communicate appropriately with others: a) In a one-one situation b) in a group discussion	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Managing Personal Finances	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG509	
Unit Reference No	T/650/9376	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to plan a personal budget and issues associated with debt.		
Learning Outcomes		Assessment Criteria
1. Be able to plan a personal budget.	1.1. State what is meant by the terms: a) income b) expenditure c) savings d) personal budget plan 1.2. Develop a weekly budget plan showing income, spend and possible savings for an individual.	
2. Be aware of the impact of saving and borrowing money.	2.1. Outline one advantage and one disadvantage of borrowing money. 2.2. State two benefits of saving. 2.3. Outline two negative consequences for an individual of borrowing money through buy now pay later schemes.	
3. Know sources of support for individuals to manage debt.	3.1. Identify three support services or organisations in own region that may assist individuals to manage debt and how they can be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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	Mental Health Awareness	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBG510	
Unit Reference No	Y/650/9377	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand mental health, possible consequences of mental ill health and support available		
Learning Outcomes	Assessment Criteria	
1. Be aware of types of mental ill health and prevalence.	1.1. Define the terms mental health. 1.2. Identify four types of mental ill health. 1.3. State the percentage of people in the United Kingdom who experience mental ill health.	
2. Be aware of the possible effects of mental ill health and stereotyping of mental ill health.	2.1. Outline three possible effects on the quality of life of an individual who is living with depression. 2.2. Define the term stereotyping. 2.3. Outline two possible negative effects of stereotyping for individuals who have an anxiety disorder.	
3. Be aware of positive mental health and support for individuals experiencing mental ill health.	3.1. Outline three ways to promote own positive mental health. 3.2. Identify four organisations or services in own region that support individuals experiencing mental ill health and how they can be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
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Title	Understanding Drugs and Substance Misuse	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG511	
Unit Reference No	A/650/9378	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand drug and substance misuse, associated risks, and support services		
Learning Outcomes		Assessment Criteria
1. Be aware of drug and substance misuse and associated risks.	1.1. Identify two legal and two illegal drugs according to UK legislation. 1.2. Define the term substance misuse. 1.3. Outline two risks for each of the following when an individual abuses drugs or other substances: a) the individual themselves b) the individual's family	
2. Know sources of help and support relating to substance misuse.	2.1. Outline the services offered by one organisation in own region to individuals and families affected by substance misuse and how it may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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 and Preventing Sexually Transmitted Infections	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CBG512	
Unit Reference No	D/650/9379	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand common sexually transmitted infections, and where to seek help and advice in relation to sexual health.		
Learning Outcomes		Assessment Criteria
1. Understand different sexually transmitted infections (STIs) and associated risks.	1.1. Outline the signs and symptoms of the three most common STIs in the UK. 1.2. State two ways STIs can be transmitted from one person to another. 1.3. Identify one method to reduce the risk of spreading an STI.	
2. Be aware of how to seek help and advice in relation to sexual health.	2.1. Outline one service offered by the National Health Service in own region for sexual health checks, treatment and advice on STIs and how it may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Young People and Youth Justice	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBG513	
Unit Reference No	J/650/9380	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand reasons why young people get involved in crime, the consequences of youth offending and how it is dealt with through the youth justice services		
Learning Outcomes		Assessment Criteria
1. Be aware of reasons why young people become involved in crime and associated consequences.	1.1. State two reasons why young people become involved in crime. 1.2. Outline the possible consequences for a young offender and their victim when a given crime is committed.	
2. Be aware of the criminal / youth justice system and forms of sentences.	2.1. Outline the role of the youth justice system in the UK. 2.2. Identify three types of sentences that might be given to a young offender in the UK. 2.3. Outline two benefits of giving a non-custodial sentence to a young offender.	
3. Be aware of the role of local agencies in working with young offenders.	3.1. Identify three support agencies in own region that have a role in supporting young offenders and how they may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Quality Assurance of Centre Performance

External Verification

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

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

Standardisation

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

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

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

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

Administration

Registration

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

Certification

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

Charges

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

Equality, Fairness and Inclusion

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

Retention of Evidence

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

OCN NI Level 1 Certificate in Personal and Social Development
Qualification Number: 610/3589/0

Operational start date: 01 January 2024
Operational end date: 31 December 2028
Certification end date: 31 December 2029

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