



Qualification Specification:

OCN NI Entry Level Award in Healthy Living (Entry 3)

- **Qualification No: 601/3276/0**

OCN NI Level 1 Award in Healthy Living

- **Qualification No: 601/3277/2**

OCN NI Level 2 Award in Healthy Living

- **Qualification No: 601/3278/4**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	On new format	V2.0 – August 2026
Qualification	Extended to 31 December 2032	V2.0 – August 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 Entry 3, Level 1 and Level 2 Award in Healthy Living**.

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 Entry 3, Level 1 and Level 2 Award in Healthy Living.

- **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 Entry Level Award in Healthy Living (Entry 3)

Qualification Number: 601/3276/0

OCN NI Level 1 Award in Healthy Living

Qualification Number: 601/3277/2

OCN NI Level 2 Award in Healthy Living

Qualification Number: 601/3278/4

Operational start date: 01 June 2014

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

Qualifications' Aim

The aim of the OCN NI Suite of Healthy Living qualifications is to provide individuals with the knowledge and skills in health/hygiene, home and personal safety awareness, issues around body image and understanding the impact of eating disorders.

Qualifications' Objectives

The objectives of the OCN NI Suite of Healthy Living qualifications are to enable learners to understand:

- media influences on own body image
- health and hygiene skills
- healthy living for the individual
- stress management techniques
- understanding healthy eating
- understanding the impact of eating disorders

5.5 Target Learners

These qualifications are targeted at individuals who are interested in developing a healthy lifestyle. They allow learners to gain an accredited qualification in the area of healthy living and also provide an induction to OCN NI's suite of vocational skills qualifications.

5.6 Entry Requirements

There are no formal restrictions on entry for these qualifications however learners should be at least 14 years old on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification. If you wish to deliver any units to learners under the age of 14, please seek guidance from OCN NI.

5.7 Progression

The OCN NI qualifications in Healthy Living enable progression into further learning in this area or into employment. The qualification will benefit those interested in a career involving supporting a healthy lifestyle.

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 they are assessing as well as 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 Healthy Living qualifications at Entry Level 3, Level 1 and Level 2 are designed to support learners in developing the knowledge, understanding and practical skills needed to make informed decisions about their health and wellbeing. Across the levels, learners explore topics such as healthy eating, physical activity, personal hygiene, mental and emotional wellbeing, healthy lifestyles and factors that influence health. The qualifications encourage learners to adopt positive behaviours, take increasing responsibility for their own wellbeing, and apply healthy living principles in everyday life. They also support the development of confidence, independence and informed decision-making, while providing opportunities for progression to further learning, training or employment where appropriate.

7.2 Qualification Level

In the context of the OCN NI Suite of Healthy Living qualifications 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 Entry 3, L1 and L2, which signify a basic to moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Entry Level Award in Healthy Living (Entry 3)	
Total Qualification Time (TQT):	30 hours
Total Credits Required:	3 credits
Min Guided Learning Hours (GLH):	29 hours
OCN NI Level 1 Award in Healthy Living	
Total Qualification Time (TQT):	30 hours
Total Credits Required:	3 credits
Guided Learning Hours (GLH):	27 hours

OCN NI Level 2 Award in Healthy Living	
Total Qualification Time (TQT):	30 hours
Total Credits Required:	3 credits
Guided Learning Hours (GLH):	22 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Entry Level Award in Healthy Living (Entry 3)** learners must complete a total of 3 credits.

To achieve the **OCN NI Level 1 Award in Healthy Living** learners must complete a total of 3 credits.

To achieve the **OCN NI Level 2 Award in Healthy Living** learners must complete a total of 3 credits.

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.

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 Entry Level (Entry 3) Level 1 or Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Entry Level Award in Healthy Living (Entry 3)

Total Qualification Time (TQT) for this qualification: 30 hours

Minimum Guided Learning Hours (GLH) for this qualification: 29 hours

In order to achieve the OCN NI Entry Level Award in Healthy Living (Entry 3) the learner must successfully complete 3 credits.

Portal Code	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
R/506/2991	CAZ837	Health and Hygiene Skills	3	30	Entry 3
T/506/2949	CAZ838	Healthy Living for the Individual	3	30	Entry 3
M/506/2951	CAZ839	Home and Personal Safety Awareness for the Individual	3	30	Entry 3
Y/506/2992	CAZ840	Media Influences on Own Body Image	2	20	Entry 3
K/506/2950	CAZ841	Understanding the Impact of Eating Disorders	1	9	Entry 3

OCN NI Level 1 Award in Healthy Living

Total Qualification Time (TQT) for this qualification: 30 hours

Guided Learning Hours (GLH) for this qualification: 27 hours

In order to achieve the OCN NI Level 1 Award in Healthy Living , the learner must successfully complete 3 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
K/506/2334	CAZ713	Media Influences on Own Body Image	2	18	One
D/506/2993	CAZ843	Health and Hygiene Skills	3	27	One
H/506/2994	CAZ844	Healthy Living for the Individual	3	27	One
T/506/2997	CAZ845	Stress Management Techniques	3	27	One
M/506/2996	CAZ846	Understanding Healthy Eating	3	27	One
K/506/2995	CAZ847	Understanding the Impact of Eating Disorders	1	9	One

OCN NI Level 2 Award in Healthy Living

Total Qualification Time (TQT) for this qualification:

30 hours

Minimum Guided Learning Hours (GLH) for this qualification:

22 hours

In order to achieve the OCN NI Level 2 Award in Healthy Living , the learner must successfully complete 3 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
M/506/3002	CAZ848	Media Influences on Own Body Image	2	16	Two
A/506/2998	CAZ849	Healthy Living for the Individual	3	24	Two
K/507/9022	CAZ850	Mental Health Awareness	3	24	Two
T/506/3003	CAZ851	Stress Management Techniques	3	24	Two
H/506/3000	CAZ852	Understanding Healthy Eating	3	24	Two
F/506/2999	CAZ853	Understanding the Impact of Eating Disorders	1	6	Two

10. Unit Content

Title	Health and Hygiene Skills	
Level	Entry Three	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ837	
Unit Reference No	R/506/2991	
Unit purpose and aim(s): This unit will enable the learner to understand how to maintain a clean and hygienic home, be able to care for clothing and recognise the importance of personal health and hygiene.		
Learning Outcomes		Assessment Criteria
1. Know how to maintain a clean and hygienic home.	1.1. Give reasons why it is important to keep a kitchen and bathroom clean. 1.2. Identify cleaning materials used to clean: a) sink b) bath/shower c) toilet 1.3. Identify two different floor surfaces and how to clean each.	
2. Understand how to care for clothing.	2.1. Identify how to care for a range of clothing including washing, drying and storing.	
3. Understand the importance of personal hygiene.	3.1. Identify why it is important to carry out the following personal hygiene routines: a) wash hands b) full body wash c) dental hygiene	
4. Know how to maintain a healthy body.	4.1. Identify ways to maintain a healthy body including diet.	
5. Understand the importance of eye tests.	5.1. Identify reasons for having an eye test.	
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

Title	Healthy Living for the Individual	
Level	Entry Three	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ838	
Unit Reference No	T/506/2949	
Unit purpose and aim(s): This unit will enable the learner to recognise the importance of personal fitness and how it contributes to a healthy lifestyle.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of personal fitness and how it contributes to a healthy lifestyle.	1.1. State why personal fitness is important and how it contributes to a healthy lifestyle. 1.2. Identify an activity for developing personal fitness in relation to weight, health and age.	
2. Understand the importance of a balanced diet in promoting personal health.	2.1. Identify foods which promote personal health. 2.2. Plan a simple well balanced healthy meal.	
3. Recognise the importance of personal hygiene.	3.1. Give a reason for the need for personal hygiene. 3.2. Identify a basic routine for maintaining personal hygiene.	
4. Be aware of a range of contraception methods.	4.1. Identify a range of contraception methods available. 4.2. Identify features of common sexually transmitted infections.	
5. Know how to develop personal health through action planning.	5.1. Develop a personal health action plan with targets. 5.2. Review personal action plan identifying areas for improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Home and Personal Safety Awareness for the Individual	
Level	Entry Three	
Credit Value	3	
Guided Learning Hours (GLH)	30	
OCN NI Unit Code	CAZ839	
Unit Reference No	M/506/2951	
Unit purpose and aim(s): This unit will enable the learner to understand how to safeguard own home and how and when to contact emergency services.		
Learning Outcomes		
Assessment Criteria		
1. Be aware of how to safeguard own home.	1.1. Identify ways to safeguard the following: a) home b) personal belongings c) self	
2. Recognise fire safety precautions and responses.	2.1. Identify a range of fire safety precautions. 2.2. Participate in a fire drill. 2.3. Identify appropriate actions when a fire breaks out.	
3. Be aware of procedures following an accident.	3.1. List possible accidents. 3.2. Identify procedures in the event of an accident including access to appropriate first aid.	
4. Understand when and how to contact appropriate health and emergency services.	4.1. Identify when and how to contact the following: a) health centre / GP b) fire service c) ambulance service d) police service 4.2. State how to make an emergency call.	
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

Title	Media Influences on Own Body Image	
Level	Entry Three	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CAZ840	
Unit Reference No	Y/506/2992	
<i>Unit purpose and aim(s):</i> this unit will enable the learner to understand how the media may influence their own body image and how people are portrayed through the media.		
Learning Outcomes		
1. Be aware of how images of young people are portrayed through the media.	1.1. Give examples of images of young people and how they are portrayed through the media. 1.2. Give an example of an image of a group of people that are portrayed through the media. 1.3. Name one group of people who are underrepresented in the media.	
2. Understand how the media influences self image.	2.1. List feelings around own body image. 2.2. State a way that the media can influence own body image.	
Assessment Criteria		
1.1. Give examples of images of young people and how they are portrayed through the media. 1.2. Give an example of an image of a group of people that are portrayed through the media. 1.3. Name one group of people who are underrepresented in the media.		
2.1. List feelings around own body image. 2.2. State a way that the media can influence own body image.		
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

Title	Understanding the Impact of Eating Disorders	
Level	Entry Three	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ841	
Unit Reference No	K/506/2950	
Unit purpose and aim(s): This unit will enable the learner to recognise different eating disorders, understand the connection between food and feelings and identify where to seek help and support.		
Learning Outcomes		Assessment Criteria
1. Recognise different eating disorders.	1.1. Name different types of eating disorders identifying the signs and symptoms of each. 1.2. List the effects that different eating disorders have on health.	
2. Be aware of the connection between food and feelings.	2.1. Identify the connection between food and feelings and why abnormal eating habits develop.	
3. Be able to identify agencies offering help and information on eating disorders.	3.1. Identify sources of information and support relating 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

Title	Media Influences on Own Body Image	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAZ713	
Unit Reference No	K/506/2334	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how the media may influence their own body image and how people are portrayed through the media.		
Learning Outcomes		
1. Be aware of how images of young people are portrayed through the media.	1.1. Identify images of young people and how they are portrayed through the media. 1.2. Identify images of groups of people that are portrayed through the media. 1.3. Identify images of groups of people who are underrepresented in the media.	
2. Understand how the media influence self-image.	2.1. Identify feelings of own body image. 2.2. State how the media can influence own body image.	
3. Understand how images of people have been portrayed through history.	3.1. Identify images of people and state how they have been portrayed throughout history.	
4. Understand how images of people are portrayed through different cultures.	4.1. Identify images of people from different cultures and state how they are different from own.	
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

Title	Health and Hygiene Skills	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ843	
Unit Reference No	D/506/2993	
Unit purpose and aim(s): This unit will enable the learner to understand how to maintain a clean and hygienic home, be able to care for clothing and recognise the importance of person health and hygiene.		
Learning Outcomes		Assessment Criteria
1. Know how to maintain a clean and hygienic home.	1.1. Outline why it is important to keep a kitchen and bathroom clean. 1.2. Identify cleaning materials used to clean the: a) sink b) bath c) shower d) toilet 1.3. Identify different floor surfaces and how to clean each.	
2. Be able to care for clothing.	2.1. Outline how to care for a range of clothing including appropriate washing instructions. 2.2. Perform a laundry task. 2.3. Identify different ways to keep clothing in good condition.	
3. Understand the importance of personal hygiene.	3.1. Outline why it is importance to carry out the following personal hygiene routines: a) wash hands b) full body wash c) dental hygiene	
4. Know how to maintain a healthy body.	4.1. Identify requirements for a healthy body. 4.2. Identify how and why it is important to maintain a healthy body.	
5. Understand the importance of eye tests.	5.1. Outline why regular eye tests are important. 5.2. State the standard interval between eyesight tests for people who wear glasses.	
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

Title	Healthy Living for the Individual	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ844	
Unit Reference No	H/506/2994	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise the importance of personal fitness and how it contributes to a healthy lifestyle.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of personal fitness and how it contributes to a healthy lifestyle.	1.1. Outline the importance of fitness and how it contributes to a healthy lifestyle. 1.2. Identify an activity for developing personal fitness.	
2. Understand the importance of a balanced diet in promoting personal health.	2.1. Outline foods which promote personal health. 2.2. Plan a simple well balanced healthy meal.	
3. Recognise the importance of personal hygiene.	3.1. Outline the importance of personal hygiene. 3.2. Outline a basic routine for maintaining personal hygiene.	
4. Be aware of a range of contraception methods.	4.1. Outline a range of contraception methods available. 4.2. Outline features of common sexually transmitted infections.	
5. Know how to develop personal health through action planning.	5.1. Develop a personal health action plan with targets. 5.2. Review personal health action plan identifying areas for improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Stress Management Techniques	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ845	
Unit Reference No	T/506/2997	
Unit purpose and aim(s): This unit will enable the learner to understand the impact of stress and identify appropriate stress management techniques.		
Learning Outcomes		
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.	
4. Understand the benefits of using relaxation techniques.	4.1. Identify different strategies for relaxing during times of stress. 4.2. State how these strategies help to reduce stress. 4.3. Use different techniques for relieving stress and comment on their effectiveness.	
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

Title	Understanding Healthy Eating	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ846	
Unit Reference No	M/506/2996	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of maintaining a healthy diet and how it contributes to health.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of maintaining a healthy diet.	1.1. Outline the importance of maintaining a healthy diet for the body. 1.2. Outline the main functions of food and the basic principles of digestion and absorption. 1.3. State why different groups of people require different diets.	
2. Recognise different food groups and how they contribute to a healthy, balanced diet.	2.1. List food groups and how they contribute to a healthy, balanced diet. 2.2. Outline how fluid/water intake contributes to a balanced diet.	
3. Understand why a balanced diet is required to maximise performance.	3.1. Outline why a balanced diet is required to maximise performance. 3.2. Outline the connection between exercise and weight control.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding the Impact of Eating Disorders	
Level	One	
Credit Value	1	
Guided Learning Hours (GLH)	9	
OCN NI Unit Code	CAZ847	
Unit Reference No	K/506/2995	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise different eating disorders, understand the connection between food and feelings and identify where to seek help and support.		
Learning Outcomes		Assessment Criteria
1. Recognise different eating disorders.	1.1. Outline different types of eating disorders including the signs, symptoms and effects of each.	
2. Be aware of the connection between food and feelings.	2.1. Outline the connection between food and feelings and why abnormal eating habits develop. 2.2. List reasons why an individual may eat unnecessarily.	
3. Be able to identify agencies offering help and information on eating disorders.	3.1. Identify sources of help and information in relation 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

Title	Media Influences on Own Body Image	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ848	
Unit Reference No	M/506/3002	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how the media may influence their own body image and how people are portrayed through the media.		
Learning Outcomes		
1. Be aware of how images of young people are portrayed through the media.	1.1. Classify and explain images of young people and how they are portrayed through the media. 1.2. Classify and explain images of groups of people that are portrayed through the media. 1.3. Classify and explain images of groups of people who are underrepresented in the media.	
2. Understand how the media influence self-image.	2.1. Describe feelings of own body image. 2.2. Explain how the media can influence own body image.	
3. Understand how images of people have been portrayed throughout history.	3.1. Classify and explain images of people and state how they have been portrayed throughout history.	
4. Understand how images of people are portrayed throughout different cultures.	4.1. Classify and explain images of people from different cultures and explain how they are different from own.	
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

Title	Healthy Living for the Individual	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CAZ849	
Unit Reference No	A/506/2998	
Unit purpose and aim(s): This unit will enable the learner to recognise the importance of personal fitness and how it contributes to a healthy lifestyle.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of personal fitness and how it contributes to a healthy lifestyle.	1.1. Explain the importance of fitness and how it contributes to a healthy lifestyle. 1.2. Describe the advantages and disadvantages of different activities in relation to personal fitness. 1.3. Develop a programme of personal exercise in relation to weight, health and age. 1.4. Review personal progress against exercise programme.	
2. Understand the importance of a balanced diet in promoting personal health.	2.1. Describe the principles of healthy eating. 2.2. Describe foods which promote personal health.	
3. Recognise the importance of personal hygiene.	3.1. Explain the importance of personal hygiene.	
4. Be aware of a range of contraception methods.	4.1. Describe a range of contraception methods available. 4.2. Explain the need for sexual responsibility in personal relationships. 4.3. Describe features and consequences of common sexually transmitted infections.	
5. Know how to develop personal health through action planning.	5.1. Develop a personal health action plan with targets. 5.2. Review personal health action plan identifying areas for improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Mental Health Awareness	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CAZ850	
Unit Reference No	K/507/9022	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the term mental health, identify treatments for mental health conditions and associated management techniques.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by the term mental health.		1.1. Describe what is meant by the term mental health. 1.2. Describe the symptoms of a range of mental health illnesses and their impact.
2. Be aware of treatments for mental health conditions.		2.1. Describe treatments for a range of mental health conditions. 2.2. Compare the strengths and weaknesses of a range of mental health treatments.
3. Understand anger management techniques.		3.1. Describe signs of aggressive behaviour and what causes them. 3.2. Describe a range of anger management techniques.
4. Understand the role of therapeutic communication skills in mental health.		4.1. Describe the role of therapeutic verbal and non-verbal communication skills used in mental health. 4.2. Describe the range of the therapeutic communication skills and associated strengths and weaknesses.
5. Be able to identify agencies offering support and information on mental health issues.		5.1. Describe sources of support and information on mental health issues and their roles.
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

Title	Stress Management Techniques	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CAZ851	
Unit Reference No	T/506/3003	
Unit purpose and aim(s): 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. Describe what is meant by stress. 1.2. Describe possible causes of stress. 1.3. Describe how stress can be used positively and negatively.	
2. Understand the impact of stress on an individual.	2.1. Describe the impact of stress on an individual and associated condition.	
3. Understand stress management techniques.	3.1. Describe a range of stress management techniques. 3.2. Describe support services available to individuals experiencing stress.	
4. Understand the benefits of using relaxation techniques.	4.1. Describe different strategies for relaxing during times of stress. 4.2. Explain how these strategies help to reduce stress. 4.3. Use different techniques for relieving stress and comment on their effectiveness.	
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

Title	Understanding Healthy Eating	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CAZ852	
Unit Reference No	H/506/3000	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of maintaining a healthy diet and how it contributes to health.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of maintaining a healthy diet.	1.1. Describe the importance of maintaining a healthy diet for the body. 1.2. Describe the main functions of food and the basic principles of digestion and absorption. 1.3. Explain why different groups of people require different diets.	
2. Recognise different food groups and how they contribute to a healthy, balanced diet.	2.1. Classify food groups and how they contribute to a healthy, balanced diet. 2.2. Describe how fluid/water intake contributes to a balanced diet.	
3. Understand why a balanced diet is required to maximise performance.	3.1. Describe why a balanced diet is required to maximise performance. 3.2. Describe the connection between exercise and weight control.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding the Impact of Eating Disorders	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAZ853	
Unit Reference No	F/506/2999	
Unit purpose and aim(s): This unit will enable the learner to recognise different eating disorders, understand the connection between food and feelings and identify where to seek help and support.		
Learning Outcomes		Assessment Criteria
1. Recognise different eating disorders.	1.1. Describe different types of eating disorders including the signs, symptoms and effects of each.	
2. Be aware of the connection between food and feelings.	2.1. Describe the connection between food and feelings and why abnormal eating habits develop. 2.2. Describe reasons why an individual may eat unnecessarily.	
3. Be able to identify agencies offering help and information on eating disorders.	3.1. Describe sources of help and information in relation 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

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 marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5 Retention of Evidence

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

OCN NI Entry Level Award in Health Living (Entry 3)**Qualification Number: 601/3276/0****OCN NI Level 1 Award in Healthy Living****Qualification Number: 601/3277/2****OCN NI Level 2 Award in Healthy Living****Qualification Number: 601/3278/4**

Operational start date: 01 June 2014
Review date: 31 December 2032

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