



Qualification Specification:

OCN NI Entry Level Award in Personal Success and Well-Being (Entry 3)

- **Qualification No: 601/5331/3**

OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3)

- **Qualification No: 601/5332/5**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Qualification	Extended to the 31 December 2032	V2- August 2026
Specification	New Format	V2- 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 Level Suite of Personal Success and Well-Being (Entry 3)**.

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 Level Suite of Personal Success and Well-Being (Entry 3).

- **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 Personal Success and Well-Being (Entry 3)

Qualification Number: 601/5331/3

OCN NI OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3)

Qualification Number: 601/5332/5

Operational start date: 1 January 2015

Review date: 31 December 2032

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

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

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

5.2 Sector Subject Area

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

Subject Area: 14.1 Foundations for learning and life

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aim and Objectives

The OCN NI Personal Success and Well-Being qualifications at Entry Level (E3) have been designed to support a balanced curriculum by assisting the learner with effective development in personal, social, health and well-being. They build on the broad objectives of the Northern Ireland Curriculum, aiming on empowering young people to achieve their potential and help them deal more effectively with personal and social issues that may affect their physical and mental health. These qualifications have been designed as a progressive route to the same OCN NI qualifications at Level 2.

5.5 Target Learners

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

5.6 Entry Requirements

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

5.7 Progression

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

5.8 Delivery Language

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

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

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

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

6.4 Tutor Requirements

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

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

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

6.5 Assessor Requirements

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

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

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

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

6.6 Internal Quality Assurer Requirements

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

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

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Entry Level Suite of Personal Success and Well-Being (Entry 3) has been designed to support learners in developing the knowledge, skills, and confidence required to enhance their personal well-being and achieve success in everyday life, learning, and future progression opportunities. The qualification aims to help learners build self-awareness, resilience, independence, and positive attitudes towards themselves and others, while encouraging the development of effective communication, decision-making, and relationship-building skills. Through participation in a range of practical and engaging learning experiences, learners will explore topics that promote emotional, social, and personal development, enabling them to make positive choices and contribute effectively within their communities. The qualification provides opportunities for learners to recognise their strengths, set personal goals, and develop the skills needed to navigate challenges and transitions with increasing confidence. It serves as a foundation for progression to further learning, training, and personal development opportunities. As a unitised qualification assessed on a pass/fail basis, learners are required to demonstrate a comprehensive understanding of the subject matter, ensuring an appropriate level of proficiency in the knowledge, skills, and behaviours associated with personal success and well-being.

7.2 Qualification Level

In the context of the OCN NI Entry Level Suite of Personal Success and Well-Being (Entry 3), 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 Level (E3), which signify a basic level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Entry Level Award in Personal Success and Well Being (Entry 3)	
Total Qualification Time (TQT):	60 hours
Total Credits Required:	6 credits
Guided Learning Hours (GLH):	60 hours

OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3)	
Total Qualification Time (TQT):	130 hours
Total Credits Required:	13 credits
Guided Learning Hours (GLH):	130 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Entry Level Award in Personal Success and Well Being (Entry 3)** learners must complete a total of 6 credits at Entry Level (Entry 3). A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Entry level (Entry 3).

To achieve the **OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3)** learners must complete a total of 13 credits at Entry level (Entry 3). A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Entry level.

8. Assessment Structure

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

8.1 Assessment Guidance: Portfolio

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

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

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

8.2 Understanding the Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Entry Level (E3).
- **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 Personal Success and Well Being (Entry 3)

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

In order to achieve the OCN NI Entry Level Award in Personal Success and Well Being (Entry 3) the learner must successfully complete a total of 6 credits at Entry Level (Entry 3). A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Entry level (Entry 3).

OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3)

Total Qualification Time (TQT) for this qualification: 130 hours
 Guided Learning Hours (GLH) for this qualification: 130 hours

In order to achieve the OCN NI Entry Level Certificate in Personal Success and Well-Being (Entry 3), the learner must successfully complete a total of 13 credits at Entry level (Entry 3). A minimum of 1 credit must be taken from each of the 5 mandatory groups A, B, C, D and E at Entry level.

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Mandatory Group A					
A/506/8946	CBB022	Understanding Equality and Diversity	10	1	Entry 3
T/506/8945	CBB021	Understanding Beliefs and Values	10	1	Entry 3
M/506/8944	CBB020	Prejudice and Discrimination	20	2	Entry 3
T/506/8931	CBB019	Exploring Cultural Diversity	20	2	Entry 3
Mandatory Group B					
F/506/8947	CBB032	Assertiveness	10	1	Entry 3
J/506/8948	CBB033	Improving Confidence and Self-esteem	10	1	Entry 3
L/506/8952	CBB039	Participating in a Personal Well-Being Enrichment Activity	10	1	Entry 3
J/506/8951	CBB038	Using Interpersonal Communication Skills	10	1	Entry 3
F/506/8950	CBB036	Exploring own Personal Identity	10	1	Entry 3

L/506/8949	CBB035	Personal Motivation	10	1	Entry 3
Mandatory Group C					
T/506/8959	CBB045	Understanding Drugs and Substance Misuse	10	1	Entry 3
K/506/8960	CBB046	Understanding Healthy Lifestyles	20	2	Entry 3
D/506/8955	CBB041	Exploring Environmental Issues	10	1	Entry 3
M/506/8958	CBB044	Personal Improvement through Sport	20	2	Entry 3
M/506/8961	CBB047	Understanding Sex and Relationships	20	2	Entry 3
K/506/8957	CBB043	Influences on Body Image	10	1	Entry 3
R/506/8953	CBB040	Eating Disorders	10	1	Entry 3
H/506/8956	CBB057	Stress Management Techniques	10	1	Entry 3
Mandatory Group D					
F/506/8964	CBB050	Understanding Individual Rights and Responsibilities	10	1	Entry 3
J/506/8965	CBB051	Understanding and Dealing with Bullying	20	2	Entry 3
T/506/8962	CBB048	Exploring Feelings and Emotions	10	1	Entry 3
A/506/8963	CBB049	Exploring Relationships	20	2	Entry 3
L/506/8966	CBB052	Understanding Teamwork Skills	20	2	Entry 3
Mandatory Group E					
K/506/8988	CBB056	Understanding the Decision Making Process	10	1	Entry 3
H/506/8987	CBB055	Understanding Peer Pressure	10	1	Entry 3
Y/506/8985	CBB053	Understanding Cyberbullying	10	1	Entry 3
D/506/8986	CBB054	Managing Risk	10	1	Entry 3

10. Unit Content

10.1 Understanding Equality and Diversity

Title	Understanding Equality and Diversity	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB022	
Unit Reference No	A/506/8946	
Unit purpose and aim(s): This unit will enable the learner to understand aspects of equality and diversity.		
Learning Outcomes		Assessment Criteria
1. Understand aspects of equality and diversity.		1.1. State what is meant by the terms equality and diversity. 1.2. Give examples of how diversity can benefit society. 1.3. Give examples of inequality in a range of situations. 1.4. Give examples of positive and negative stereotyping.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.2 Understanding Beliefs and Values

Title	Understanding Beliefs and Values	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB021	
Unit Reference No	T/506/8945	
Unit purpose and aim(s): This unit will enable the learner to explore own beliefs and values and how these may influence others.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by beliefs and values.	1.1. State what is meant by beliefs and values. 1.2. Identify beliefs and values for the following: a) self b) other people c) groups	
2. Recognise how values and beliefs can influence attitudes, opinions and behaviour.	2.1. State how own values and beliefs have influenced attitude/opinion and behaviour in a given situation. 2.2. State how the values and beliefs of a given group have influenced their attitudes/opinions and behaviour.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.3 Prejudice and Discrimination

Title	Prejudice and Discrimination	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB020	
Unit Reference No	M/506/8944	
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by the terms prejudice and discrimination and recognise the value of Equal Opportunities legislation.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by the terms prejudice and discrimination.	1.1. State what is meant by the terms prejudice and discrimination.	
2. Understand prejudice and discrimination and the impact on individuals.	2.1. Give an example of a stereotype used in relation to race, gender, ability or sexuality. 2.2. Identify an effect of stereotyping on individuals.	
3. Recognise the consequences of prejudice and discrimination.	3.1. State positive and negative consequences of prejudice and discrimination and how they may lead to disadvantage.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.4 Exploring Cultural Diversity

Title	Exploring Cultural Diversity	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB019	
Unit Reference No	T/506/8931	
Unit purpose and aim(s): This unit will enable the learner to explore cultural diversity within own community and recognise how to promote community integration.		
Learning Outcomes		Assessment Criteria
1. Recognise cultural traditions in own region.	1.1. List cultural traditions in own region.	
2. Recognise racism and sectarianism.	2.1. State, with examples, what is meant by racism and sectarianism. 2.2. Give an example of how own community may resolve a contentious issue.	
3. Recognise how respecting diversity can promote community integration.	3.1. List ways to encourage respect and understanding between diverse cultural groups. 3.2. Give examples of 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

10.5 Assertiveness

Title	Assertiveness	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB032	
Unit Reference No	F/506/8947	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand assertiveness. The learner will also be required to demonstrate assertive behaviour in a given situation.		
Learning Outcomes	Assessment Criteria	
1. Understand assertiveness.	1.1. State what is meant by assertiveness. 1.2. State the difference between the following behaviours: a) assertive b) passive c) aggressive	
2. Understand how to be assertive.	2.1. List the benefits of being assertive. 2.2. Give an example of a situation where assertiveness could be used to achieve a desired outcome.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.6 Improving Confidence and Self-Esteem

Title	Improving Confidence and Self-Esteem	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB033	
Unit Reference No	J/506/8948	
Unit purpose and aim(s): This unit will enable the learner to understand confidence and self-esteem issues and strategies for improvement.		
Learning Outcomes		Assessment Criteria
1. Understand confidence and how it may be improved for an individual.	1.1. State what is meant by the term confidence. 1.2. List the benefits of confident behaviour. 1.3. List ways to improve own confidence.	
2. Understand self-esteem and how it may be improved for an individual.	2.1. State what is meant by the term self-esteem. 2.2. List factors that may affect self-esteem. 2.3. List ways to improve own self-esteem.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.7 Participating in a Personal Well-Being Enrichment Activity

Title	Participating in a Personal Well-Being Enrichment Activity	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB039	
Unit Reference No	L/506/8952	
Unit purpose and aim(s): This unit will enable the learner to gain knowledge and skills from participating in a personal well-being activity.		
Learning Outcomes		Assessment Criteria
1. Be able to participate in an enrichment activity to promote personal well-being.	1.1. State the aims and objectives of the activity. 1.2. Take part in an enrichment activity to promote personal well-being.	
2. Recognise the benefits of participating in an enrichment activity to promote personal well-being.	2.1. Identify own contribution to the agreed enrichment activity. 2.2. State the benefits of participating in an enrichment activity to promote personal well-being for self and others.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.8 Using Interpersonal Communication Skills

Title	Using Interpersonal Communication Skills	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB038	
Unit Reference No	J/506/8951	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of effective interpersonal communication skills and how to apply these.		
Learning Outcomes	Assessment Criteria	
1. Recognise the importance of effective interpersonal communication skills.	1.1. Define the following elements of effective communication and the importance of each: a) active listening b) reflective listening c) non-verbal communication 1.2. Identify possible barriers to communication.	
2. Be able to demonstrate effective interpersonal communication skills.	2.1. Demonstrate own effective interpersonal communication skills. 2.2. Identify one method which may be used to overcome a barrier to communication in a given situation.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.9 Exploring own Personal Identity

Title	Exploring own Personal Identity	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB036	
Unit Reference No	F/506/8950	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by personal identity and its relationship to self-esteem and confidence.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by personal identity.	1.1. State what is meant by personal identity. 1.2. List factors that contribute to own positive sense of self. 1.3. Give an example of how own positive personal identity can help contribute to society.	
2. Understand the relationship between self-esteem, confidence and personal identity.	2.1. State what is meant by self-esteem and confidence. 2.2. State the relationship between personal identity and self-esteem.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.10 Personal Motivation

Title	Personal Motivation	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB035	
Unit Reference No	L/506/8949	
<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. Understand motivation and its impact.	1.1. State what is meant by the term motivation. 1.2. List different factors that motivate people. 1.3. State the impact on self and others of a lack of motivation.	
2. Know how to improve own motivation.	2.1. State what motivates self in a range of situations. 2.2. State ways to improve own motivation.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.11 Understanding Drugs and Substance Misuse

Title	Understanding Drugs and Substance Misuse	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB045	
Unit Reference No	T/506/8959	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of drug and substance misuse and associated risks.		
Learning Outcomes		Assessment Criteria
1. Understand drug and substance misuse and associated risks.		1.1. List legal and illegal drugs and other substances. 1.2. State why people may use substances legitimately. 1.3. State why people may misuse substances and associated risks. 1.4. List sources of support to substance misuse.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.12 Understanding Healthy Lifestyles

Title	Understanding Healthy Lifestyles	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB046	
Unit Reference No	K/506/8960	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of a balanced diet and regular exercise and how it contributes to a healthy lifestyle.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. State the importance of a balanced diet to a healthy lifestyle.	
2. Understand how exercise contributes to a healthy lifestyle.	2.1. State with examples, how exercise contributes to a healthy lifestyle.	
3. Understand emotional and mental well-being.	3.1. State what is meant by emotional and mental well-being.	
4. Know how to take responsibility for own health and lifestyle.	4.1. Set a personal goal in relation to own health and lifestyle and how this can be achieved.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.13 Exploring Environmental Issues

Title	Exploring Environmental Issues	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB041	
Unit Reference No	D/506/8955	
Unit purpose and aim(s): This unit will enable the learner to explore environmental issues and identify ways to protect the environment.		
Learning Outcomes		Assessment Criteria
1. Understand ways to protect the environment.	1.1. State the importance of a clean and safe environment for a healthy life. 1.2. Give an example of a local agency responsible for protecting the environment. 1.3. Give an example of a change to own lifestyle that can have a positive impact on the environment.	
2. Recognise an environmental issue.	2.1. Identify an environmental issue within own local area and possible ways it may be addressed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.14 Personal Improvement Through Sport

Title	Personal Improvement Through Sport	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB044	
Unit Reference No	M/506/8958	
Unit purpose and aim(s): This unit will enable the learner to understand the benefits of taking part in sporting activities. The learner will also be required to participate in a sporting activity over a period of time.		
Learning Outcomes		Assessment Criteria
1. Understand physical and emotional benefits of participating in sporting activities.	1.1. State the physical and emotional benefits of participating in sporting activities.	
2. Understand health and safety requirements when participating in sporting activities.	2.1. State the health and safety requirements relating to a range of sporting activities.	
3. Be able to participate in a sporting activity.	3.1. Identify a sport suitable to own particular needs. 3.2. Demonstrate skills in a sporting activity over a short period of time considering: a) following instructions b) appropriate dress and equipment c) time management d) warm up and cool down activities e) knowledge of rules, regulations and tactics f) health and safety guidelines before, during and after activity	
4. Be able to review own performance.	4.1. Identity own strengths and areas for improvement in a sporting activity.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.15 Understanding Sex and Relationships

Title	Understanding Sex and Relationships	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB047	
Unit Reference No	M/506/8961	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of the range of sexual relationships and how to maintain good sexual health.		
Learning Outcomes		Assessment Criteria
1. Understand the range of sexual relationships and associated risks.	1.1. Give examples of different sexual relationships. 1.2. State what is meant by a consensual sexual relationship. 1.3. List the risks associated with a sexual relationship and how these can be minimised or avoided.	
2. Be aware of the law in relation to sex and sexuality.	2.1. Give an example of the law in relation to sex and sexuality.	
3. Understand how the body works in relation to sexual activity.	3.1. State three changes in both the male and female body that occur during sexual activity.	
4. Be aware of contraception methods.	4.1. State the main purpose of contraception. 4.2. List methods of contraception. 4.3. State sources of further information and support available.	
5. Know how to maintain good sexual health.	5.1. Identify a method of contraception that also provides protection from sexually transmitted infections (STIs). 5.2. State how to maintain good sexual health.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.16 Influences on Body Image

Title	Influences on Body Image	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB043	
Unit Reference No	K/506/8957	
Unit purpose and aim(s): This unit will enable the learner to understand the influences of media and history on body image.		
Learning Outcomes		Assessment Criteria
1. Understand media influence on body image.		1.1. State what is meant by body image. 1.2. List a range of media influences on own body image.
2. Recognise the impact of cultural and historical influences on body image.		2.1. State the influence of society and culture on body image. 2.2. Give examples of images from different cultures and historical periods.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.17 Eating Disorders

Title	Eating Disorders	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB040	
Unit Reference No	R/506/8953	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of a range of eating disorders and the connection between food and emotion.		
Learning Outcomes	Assessment Criteria	
1. Recognise a range of eating disorders.	1.1. Give an example of an eating disorder identifying: a) signs and symptoms b) short term effects on health c) long term effects on health	
2. Recognise connections between food and emotions.	2.1. State the connections between food and emotions and why abnormal eating habits may develop.	
3. Know how to access information and support services related to eating disorders.	3.1. Give an example of an information and support service related to eating disorders.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.18 Stress Management Techniques

Title	Stress Management Techniques	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB057	
Unit Reference No	H/506/8956	
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. State what is meant by stress. 1.2. State possible causes of stress. 1.3. State how stress can be used positively and negatively.	
2. Understand the impact of stress on an individual.	2.1. Identify the impact of stress on an individual.	
3. Understand stress management techniques.	3.1. Give an example of a stress management technique. 3.2. List support services available to individuals experiencing stress.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.19 Understanding Individual Rights and Responsibilities

Title	Understanding Individual Rights and Responsibilities	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB050	
Unit Reference No	F/506/8964	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand their rights and responsibilities within society.		
Learning Outcomes		Assessment Criteria
1. Understand the rights and responsibilities of individuals.	1.1. Identity the rights and responsibilities of individuals.	
	1.2. Identity an individual right which is relevant to self.	
2. Understand factors that affect an individual's rights and responsibilities.	1.3. Identify sources of support in relation to rights and responsibilities.	
	2.1. List factors that can affect an individual's rights and responsibilities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.20 Understanding and Dealing with Bullying

Title	Understanding and Dealing with Bullying	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB051	
Unit Reference No	J/506/8965	
Unit purpose and aim(s): This unit will enable the learner to understand the effects of bullying.		
Learning Outcomes		Assessment Criteria
1. Understand the terms victim and bullying.	1.1. State what is meant by the following terms: a) victim b) bullying 1.2. Give examples of different forms of bullying and its effects on the victim. 1.3. Identify the emotions that may be experienced by a bully when bullying.	
2. Recognise strategies for dealing with bullying.	2.1. Give example of interventions that may help the bully and the victim.	
3. Know where to access help and support.	3.1. List sources of help and support available.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.21 Exploring Feelings and Emotions

Title	Exploring Feelings and Emotions	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB048	
Unit Reference No	T/506/8962	
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by feelings and emotions and how to manage these.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by feelings and emotions.	1.1. List a range of feelings and emotions and how they may be expressed in different situations.	
2. Understand how to manage and respond to feelings and emotions.	2.1. Give an example of a positive and negative response to a given situation. 2.2. Identify ways to manage own feelings and emotions.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.22 Exploring Relationships

Title	Exploring Relationships	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB049	
Unit Reference No	A/506/8963	
Unit purpose and aim(s): This unit will enable the learner to understand a range of relationships and associated behaviours.		
Learning Outcomes		Assessment Criteria
1. Understand different types of relationships.	1.1. Identify different types of relationships and their importance to self and others.	
2. Know how to behave appropriately in different relationships.	2.1. List the skills needed to develop and maintain relationships. 2.2. State the importance of trust within a relationship. 2.3. Identify positive and negative feelings and emotions within relationships.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.23 Understanding Teamwork Skills

Title	Understanding Teamwork Skills	
Level	Entry 3	
Credit Value	2	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBB052	
Unit Reference No	L/506/8966	
Unit purpose and aim(s): This unit will enable the learner to understand teamwork skills.		
Learning Outcomes		Assessment Criteria
1. Understand teamwork.	1.1. State what is meant by the term teamwork. 1.2. List effective team working skills and qualities. 1.3. List the roles and responsibilities of team members.	
2. Know how to work within a team.	2.1. Identify a team goal and work with others to achieve this goal. 2.2. Identify what went well. 2.3. Identify any difficulties. 2.4. Identify at least one way to improve own team working in the future.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.24 Understanding the Decision Making Process

Title	Understanding the Decision Making Process	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB056	
Unit Reference No	K/506/8988	
Unit purpose and aim(s): This unit will enable the learner to gain knowledge of the decision making process and factors to be considered.		
Learning Outcomes		Assessment Criteria
1. Understand the decision making process.	1.1. List the process of decision making for individual to include: a) daily decisions b) life changing decisions	
2. Recognise the factors involved in the decision making process.	2.1. State factors to be considered in making a specific decision. 2.2. Outline the result of a decision and the way the decision was made. 2.3. State the consequences and possible outcomes of bad decisions.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.25 Understanding Peer Pressure

Title	Understanding Peer Pressure	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB055	
Unit Reference No	H/506/8987	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and recognise peer pressure and the affects that this has on young people.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by peer pressure.	1.1. State with example, what is meant by peer pressure.	
2. Recognise how peer pressure affects young people.	2.1. State the impact of positive and negative peer pressure on an individual's lifestyle. 2.2. State what can be done to limit negative peer pressure.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.26 Understanding Cyberbullying

Title	Understanding Cyberbullying	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB053	
Unit Reference No	Y/506/8985	
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of Cyberbullying its effects and how to safeguard against it.		
Learning Outcomes		Assessment Criteria
1. Understand cyberbullying.	1.1. State, with examples, what is meant by cyberbullying.	
2. Understand the effects of cyberbullying.	2.1. List effects of cyberbullying. 2.2. State emotions associated with cyberbullying.	
3. Recognise sources of help and support for cyberbullying.	3.1. Give examples of help and support for those involved in cyberbullying.	
4. Know how to safeguard against cyberbullying.	4.1. State how an individual can safeguard against bullying on: a) social networking sites b) mobile phones and smart phones c) emails and chat rooms	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.27 Managing Risk

Title	Managing Risk	
Level	Entry 3	
Credit Value	1	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBB054	
Unit Reference No	D/506/8986	
Unit purpose and aim(s): This unit will enable the learner to recognise of situations involving risk and possible strategies to manage risk.		
Learning Outcomes		Assessment Criteria
1. Recognise possible situations involving risk to self and others.	1.1. List possible situations that may involve risk to self and others. 1.2. Give an example of a situation where pressure could be used to influence others. 1.3. State reasons for own risk-taking.	
2. Know how to manage risk.	2.1. State the positive and negative aspects of risk and why it is important to manage these. 2.2. List possible ways to manage risk.	
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 working days of commencement of the delivery of the programme.

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

12.2 Certification

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

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

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

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5 Retention of Evidence

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

OCN NI Entry Level Award in Personal Success and Well-Being (Entry 3)**Qualification Number: 601/5331/3****OCN NI Entry Level Certificate in Personal Success and Well-Being
(Entry 3)****Qualification Number: 601/5332/5**

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