



Qualification Specification for:

OCN NI Level 3 Certificate in Personal Development Skills

➤ Qualification No: 601/6259/4

Qualification Regulation Information

OCN NI Level 3 Certificate in Personal Development Skills

Qualification Number: 601/6259/4

Operational start date: 01 June 2015

Operational end date: 31 May 2029

Certification end date: 31 May 2032

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification and the certification end date is the last date by which learners can claim their certificate.

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

OCN NI Contact Details

Open College Network Northern Ireland (OCN NI)
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90463990

Web: www.ocnni.org.uk

Foreword

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

→ **OCN NI Level 3 Certificate in Personal Development Skills**

This specification sets out:

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

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

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

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About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

Qualification Features

Sector Subject Area

14.1 Foundations for learning and life

Qualification Aim

The OCN NI Level 3 Certificate in Personal Development Skills qualification is for learners wishing to develop their personal and motivational skills.

Qualification Target Group

The qualification is targeted at potential learners who have:

- a basic subject knowledge but wish to further develop their skills in this area

Progression Opportunities

The OCN NI Level 3 Certificate in Personal Development Skills qualification enables progression to other OCN NI qualifications.

Entry Requirements

There are no formal restrictions on entry. However, learners must be at least 16 years of age to achieve this qualification.

Grading

Grading for this qualification is pass/fail.

Qualification Support

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

Delivery Languages

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

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

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

Assessors

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

Assessors must:

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

Internal Verification

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

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

Internal Verifiers must:

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

Internal verifiers are required to:

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

Structure and Content

OCN NI Level 3 Certificate in Personal Development Skills

The table below summarises the structure of these qualifications. In order to achieve the qualifications learners must complete a total of 13 credits from any of the optional units.

Total Qualification Time (TQT) for this qualification: 130 hours
 Guided Learning Hours (GLH) for this qualification: 91 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
J/507/2529	CBC522	Exploring Relationships	30	3	Three
F/507/2531	CBC523	Emotional Intelligence	30	3	Three
J/507/2532	CBC524	Managing Behavioural Risk	20	2	Three
L/507/2533	CBC525	Managing Emotional Responses	20	2	Three
D/507/2536	CBC526	Personal Motivation	20	2	Three
R/507/2534	CBC527	Understanding Body Image	20	2	Three
Y/507/2535	CBC528	Understanding Personal Identity	20	2	Three
J/508/0047	CBD574	Neuro Linguistic Programming (NLP)	60	6	Three

Unit Details

Title	Exploring Relationships	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBC522	
Unit Reference No	J/507/2529	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand a range of relationships and how they change.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by relationships.	1.1. Analyse the concept of relationships, including: <ol style="list-style-type: none"> range intensity importance to self and others 1.2. Critically compare the characteristics, roles and boundaries of the following relationships: <ol style="list-style-type: none"> family and personal social and other 	
2. Understand behaviour appropriate to different relationships.	2.1. Explain the skills needed to develop and maintain relationships. 2.2. Critically compare behaviours appropriate to different relationships. 2.3. Explain the importance of trust within a relationship. 2.4. Analyse possible causes of conflict within a relationship and how these might be overcome.	
3. Understand how relationships change and evolve.	3.1. Critically compare a range of factors that have caused changes to a range of relationships. 3.2. Critically compare how time impacts on a range of 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
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Title	Emotional Intelligence	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBC523	
Unit Reference No	F/507/2531	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand emotional intelligence and associated techniques.		
Learning Outcomes	Assessment Criteria	
1. Understand human emotions.	1.1. Explain with examples different human emotions and how they may affect an individual. 1.2. Explain a range of triggers to an individual's emotional state and how these emotions impact on self and others positively and negatively. 1.3. Explain how emotions may be assessed through other peoples' face and body language.	
2. Understand what is meant by emotional intelligence.	2.1. Explain what is meant emotional intelligence. 2.2. Explain with examples how own emotional intelligence awareness may be raised. 2.3. Explain a range of techniques associated with emotional intelligence and how they may be applied.	
3. Understand how to apply techniques to help deal with strong emotions.	3.1. Analyse the impact of strong emotions. 3.2. Demonstrate techniques that could be used to manage a range of strong emotions including : a) anger b) sadness c) over-excitement 3.3. Explain how to help someone struggling with strong emotions.	
4. Be able to develop a plan to improve own emotional intelligence.	4.1. Explain what should be included in a plan to develop own emotional intelligence. 4.2. Produce a plan to develop own emotional intelligence. 4.3. Reflect on the plan and analyse if there are 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	Record of observation Learner notes/written work

	tutor or by learners, to enable learners to practise and apply skills and knowledge	Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Managing Behavioural Risk	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBC524	
Unit Reference No	J/507/2532	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to manage own and others risky behaviour.		
Learning Outcomes	Assessment Criteria	
1. Recognise a range of situations involving risk to self and others.	1.1. Evaluate the risk to self and others of a range of situations and behaviours. 1.2. Analyse the factors influencing an individual to undertake risky behaviour or place themselves in risky situations.	
2. Understand how to manage risk.	2.1. Explain the positive and negative aspects of risk. 2.2. Explain the importance of assessing and managing own and others' risk in relation to behaviour and various situations. 2.3. Explain and demonstrate how to assess risk in a given situation to self and others.	
3. Understand response to risk.	3.1. Explain how individuals may respond differently to risky behaviour and situations. 3.2. Evaluate own and others' reasons for risk-taking and associated feelings.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Managing Emotional Responses	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBC525	
Unit Reference No	L/507/2533	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to manage emotional responses to differing events and situations.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by feelings and emotions.	1.1. Explain the process of developing an emotional response to differing events or situations. 1.2. Critically compare emotional responses to differing events or situations. 1.3. Critically compare the positive and negative aspects of responding to differing events or situations.	
2. Understand how to manage and respond to feelings and emotions.	2.1. Critically compare techniques to manage emotional responses to a range of events and situations. 2.2. For given events or situations select and justify appropriate techniques for managing own emotional responses.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Personal Motivation	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBC526	
Unit Reference No	D/507/2536	
<i>Unit purpose and aim(s):</i> This unit will enable the learners to understand motivation and motivational theories and how to apply them.		
Learning Outcomes	Assessment Criteria	
1. Understand motivational theories.	1.1. Explain what is meant by motivation. 1.2. Explain with examples what is meant by intrinsic and extrinsic motivation.	
2. Understand personal motivation.	2.1. Explain the impact of low and high motivation on self and others. 2.2. Summarise factors that impact on own motivation. 2.3. Evaluate own motivation levels.	
3. Be able to improve own personal motivation.	3.1. Explain with examples techniques to improve own motivation. 3.2. Use techniques to improve own motivation. 3.3. Reflect on use of techniques and how effectiveness may be improved.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Understanding Body Image	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBC527	
Unit Reference No	R/507/2534	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the influences on body image.		
Learning Outcomes	Assessment Criteria	
1. Understand how body image is portrayed in the media.	1.1. Explain what is meant by 'body image.' 1.2. Analyse the positive and a negative portrayal of bodies in the media.	
2. Understand influences on own body image.	2.1. Evaluate influences on own body image. 2.2. Analyse the linkages between body image, self-esteem and self-confidence.	
3. Understand how to improve own perspective on own body image.	3.1. Critically compare techniques to improve own perspective on own body image. 3.2. Explain how improving own perspective of own body image impacts on self-confidence and self-esteem.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Understanding Personal Identity	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBC528	
Unit Reference No	Y/507/2535	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand own personal identity.		
Learning Outcomes	Assessment Criteria	
1. Understand the concept of personal identity.	1.1. Explain what is meant by personal identity. 1.2. Critically compare factors that shape the personal identity of self and others. 1.3. Explain how a positive personal identity can help an individual contribute to society.	
2. Understand the relationship between self-esteem, confidence and personal identity.	2.1. Explain what is meant by self-esteem and confidence. 2.2. Explain the relationship between personal identity and self-esteem.	
3. Be able to produce a plan to improve own self-esteem and confidence.	3.1. Explain the key aspects of plan aimed at improved own self-esteem and confidence. 3.2. Produce a plan to improve own self-esteem and confidence and indicate links to personal identity. 3.3. Reflect on plan and identify possible 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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title:	Neuro Linguistic Programming (NLP)	
Level:	Three	
Credit Value:	6	
Guided Learning Hours (GLH):	42	
OCN NI Unit Code:	CBD574	
Unit Reference No:	J/508/0047	
Unit purpose and aim(s): This course aims to enable the learner to understand and apply Neuro Linguistic Programming (NLP).		
Learning Outcomes		Assessment Criteria
1. Understand communication styles with self and others.	1.1 Explain what is meant by NLP and the NLP model. 1.2 Explain the purpose of our unconscious mind. 1.3 Analyse own understanding of state in terms of congruence versus incongruence. 1.4 Demonstrate the use of Sensory Acuity - Eye accessing cues.	
2. Understand own and others' behaviour.	2.1 Explain the power of the mind and representational systems. 2.2 Explain what is meant by and demonstrate the use of submodalities. 2.3 Explain how submodalities can be used to support change.	
3. Understand rapport building with own self and others.	3.1 Explain how individuals develop rapport. 3.2 Analyse how individuals use their senses to understand their environment. 3.3 Explain how vocabulary and speech assists rapport with others. 3.4 Analyse representational systems. 3.5 Demonstrate how to develop rapport.	
4. Understand how to problem solve.	4.1 Explain what is meant by problem solving. 4.2 Select from a range of and use a problem solving approach justifying selection.	
5. Understand how to use NLP for oneself and others.	5.1 Explain the Presuppositions of NLP. 5.2 Explain how to use NLP for Goal Setting using the meta model. 5.3 Evaluate how to deal with day to day life using universal modelling processes. 5.4 Demonstrate the use of a range of techniques including: a) Reframing b) Association (technique) c) Disassociation (technique) d) The fast phobia cure technique	
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	Learner notes Learner log/diary Peer notes Record of observation Record of discussion Audio/video/photographic record

	A collection of documents containing work that shows the learner's progression through the course	Charts/graphs
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	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Tutor record of observation Learner notes Tutor lesson plan Tutorial notes Audio/video/photographic record Learner log/diary

Quality Assurance of Centre Performance

External Verification

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

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

Standardisation

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

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

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

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

Administration

Registration

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

Certification

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

Charges

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

Equality, Fairness and Inclusion

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

Retention of Evidence

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

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Open College Network Northern Ireland (OCN NI)
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90463990
Web: www.ocnni.org.uk