



Qualification Specification:

OCN NI Level 2 Certificate in Healthy Living

- **Qualification No: 603/2982/8**

OCN NI Level 2 Diploma in Healthy Living

- **Qualification No: 603/2983/X**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New Format and scope	v2.0 – May 2025

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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.

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Certificate and Diploma in Healthy Living**.

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

The qualification specification will detail the following aspects of the OCN NI Level 2 Certificate and Diploma in Healthy Living.

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

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

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

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Certificate in Healthy Living

Qualification number: 603/2982/8

OCN NI Level 2 Diploma in Healthy Living

Qualification number: 603/2983/X

Operational start date: 01 March 2018

Operational end date: 31 December 2030

Certification end 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:

14.1 Foundations for learning and life

NOS:

[SCDCCLD0319 Promote healthy living for children and families](#)

[SCDHSC0313 Work with children and young people to promote their own physical and mental health](#)

[SFHHM14 Identify potential mental health needs and related issues](#)

[SCDHSC0226 Support individuals who are distressed](#)

[SKAEAF13 Apply the principles of nutrition to the needs and objectives of personal training clients](#)

[SKAES5 Develop your nutritional strategy to achieve excellence in your sport](#)

[INSML002 Develop your knowledge, skills and competence to meet the requirements of your work](#)

[INSBA014 Communicate in a business environment](#)

[SFHHP16 Work in partnership with others to promote health and wellbeing and reduce risks within settings](#)

[TECHDUOC1 Participate in online social media collaboration networks](#)

[TECHDUOS1 Operate safely and securely when working online](#)

[SFJ HA203 Manage personal development and reflect on current practice](#)

[SFHCHS144 Deliver exercise sessions to improve individuals' health and wellbeing](#)

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aims and Objectives

Qualifications' Aim

The aim of the OCN NI Level 2 Certificate and Diploma in Healthy Living is to allow learners to develop skills and knowledge in health/hygiene, home and personal safety awareness, issues around body image and understanding the impact of eating disorders.

Qualifications' Objectives

The objectives of these qualifications are to enable learners to understand the following:

- media influences on own body image
- healthy living for the individual
- mental health awareness
- stress management techniques
- understanding healthy eating
- understanding the impact of eating disorders
- communication skills in the workplace
- employment placement
- employment within hospitality, sport and/or care
- exercise and fitness
- health promotion
- introduction to counselling for wellbeing
- keeping safe online
- life stages of human development
- skills for personal development
- understanding nutrition

5.5 Target Learners

These qualifications are targeted at learners who wish to develop the knowledge and skills in order to pursue a career in healthy living. They will also allow learners to gain an accredited qualification in this area.

5.6 Entry Requirements

There are no formal restrictions on entry for these qualifications however learners should be at least 14 years old on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification.

5.7 Progression

The Level 2 Certificate and Diploma in Healthy Living will allow learners progression to further level 3 qualifications in Health and Social Care.

5.8 NI Entitlement Framework

OCN NI has a wide range of vocational and technical qualifications available to offer in schools through the [Entitlement Framework](#). The NIEFQAN file shows details of GCSE Guided Learning Hours (GLHs) size equivalences for level 1 and level 2 qualifications, and A-level Guided Learning Hours (GLH) size equivalences for qualifications at level 3.

The system is designed to enable schools to report their performance. The information on GLHs/size equivalency applies only to the allocation of school performance points.

It is not intended for use in relation to the equivalency of qualifications for employment and/or further/higher education purposes.

5.9 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 Assurer (IQA)

*Note: An individual cannot serve as an Internal Quality Assurer 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 delivering these qualifications must hold a relevant qualification 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 relevant qualifications at a level that is at least one level higher than the qualification 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 (IQA) plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained Internal Quality Assurer 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:

- **Internal Quality Assurance 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.
- **Internal Quality Assurers Qualification:** Internal Quality Assurers should hold or be currently undertaking a recognised Internal Quality Assurer's qualification; or must have attended the OCN NI Internal Quality Assurance Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal Quality Assurers are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Certificate and Diploma in Healthy Living are designed to equip learners with the knowledge and skills needed to make informed decisions about personal health and wellbeing. Learners will explore topics such as healthy eating, mental health awareness, personal safety, and the impact of lifestyle choices on physical and emotional wellbeing. The qualifications also support the development of practical life skills and encourage progression into further education or employment in health-related fields.

7.2 Qualification Level

In the context of the OCN NI Level 2 Certificate and Diploma in Healthy Living it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 2, which signify a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 2 Certificate in Healthy Living	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	120 hours
OCN NI Level 2 Diploma in Healthy Living	
Total Qualification Time (TQT):	370 hours
Total Credits Required:	37 credits
Guided Learning Hours (GLH):	296 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Certificate in Healthy Living** learners must complete a minimum of 15 credits from any of the units.

To achieve the **OCN NI Level 2 Diploma in Healthy Living** learners must complete a minimum of 37 credits from any of the units.

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.

Explanation

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Certificate in Healthy Living

Total Qualification Time (TQT) for this qualification: 150 hours

Guided Learning Hours (GLH) for this qualification: 120 hours

In order to achieve this qualification, the learner must successfully complete a minimum of 15 credits from any of the units.

OCN NI Level 2 Diploma in Healthy Living

Total Qualification Time (TQT) for this qualification: 370 hours

Guided Learning Hours (GLH) for this qualification: 296 hours

In order to achieve this qualification, the learner must successfully complete a minimum of 37 credits from any of the units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
M/506/3002	CAZ848	Media Influences on Own Body Image	2	16	Two
A/506/2998	CAZ849	Healthy Living for the Individual	3	24	Two
K/507/9022	CAZ850	Mental Health Awareness	3	24	Two
T/506/3003	CAZ851	Stress Management Techniques	3	24	Two
H/506/3000	CAZ852	Understanding Healthy Eating	3	24	Two
F/506/2999	CAZ853	Understanding the Impact of Eating Disorders	1	6	Two
D/616/8984	CBE147	Communication Skills in the Workplace	2	16	Two
H/616/8985	CBE148	Employment Placement	6	48	Two
K/616/8986	CBE149	Employment within Hospitality, Sport and/or Care	3	24	Two
M/616/8987	CBE150	Exercise and Fitness	5	40	Two
T/616/8988	CBE151	Health Promotion	3	24	Two
A/616/8989	CBE152	Introduction to Counselling for Wellbeing	4	32	Two
M/616/8990	CBE153	Keeping Safe Online	2	16	Two
T/616/8991	CBE154	Life Stages of Human Development	3	24	Two

A/616/8992	CBE155	Skills for Personal Development	3	24	Two
F/616/8993	CBE156	Understanding Nutrition	5	40	Two

10. Unit Content

Title	Media Influences on Own Body Image	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CAZ848	
Unit Reference No	M/506/3002	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how the media may influence their own body image and how people are portrayed through the media.		
Learning Outcomes		Assessment Criteria
1. Be aware of how images of young people are portrayed through the media.	1.1. Classify and explain at least three images of young people and how they are portrayed through the media. 1.2. Classify and explain at least three images of groups of people that are portrayed through the media. 1.3. Classify and explain at least three images of groups of people who are under-represented in the media.	
2. Understand how the media influence self-image.	2.1. Describe feelings of own body image. 2.2. Explain how the media can influence own body image.	
3. Understand how images of people have been portrayed throughout history.	3.1. Classify and explain at least three images of people and state how they have been portrayed throughout history.	
4. Understand how images of people are portrayed throughout different cultures.	4.1. Classify and explain at least three images of people from different cultures and explain how they are different from own.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Learning Outcome	Unit Title: Media Influences on own Body Image
<p>1. Be aware of how images of young people are portrayed through the media.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • A definition of media and explore how media is influential on society. • A range of media may include: <ul style="list-style-type: none"> a) TV b) Magazines c) Tabloids d) Movies e) Social media • Key terms of: <ul style="list-style-type: none"> a) Portrayal b) Media representation c) Stereotyping d) Underrepresentation • A range of both negative and positive images of young people on various media platforms and how these portrayals might affect others' perceptions of young people as a social group. • How a range of different social groups are represented in the media based on gender, class, age or ethnicity. • Images of groups of people who are underrepresented in the media which may include: <ul style="list-style-type: none"> a) People with disabilities b) Ethnic minority groups c) Older people
<p>2. Understand how the media influences self-image</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Self-image, body image, relationship to self-esteem and mental health • Impact of self-image on thoughts and actions in terms of confidence and belief in own worth and capabilities. • Development of self-image and body image from childhood and the common influences which may include: <ul style="list-style-type: none"> a) Interpersonal feedback from family b) Peers c) Community d) Cultural factors e) Physical changes as we grow f) Media influence • Own body image and the positive and negative feelings that this generates in terms of body satisfaction and dissatisfaction. • Negative impact of media on own self-image that includes use of: <ul style="list-style-type: none"> a) Portrayals of body perfection and unrealistic standards for beauty and body shape. b) A sense of exaggerated or imagined flaws. c) Use of filters and photoshopping. d) Pressures to conform. e) Cyberbullying where individuals are shamed or attacked for body size, shape and appearance. • Positive impact of media on own self-image that includes use of: <ul style="list-style-type: none"> • Promotion of the importance and value of being your own unique self. • Emphasizing feeling healthy, rather than body perfectionism. • Images of underrepresented social groups and individuals displayed authentically and positively.

	<ul style="list-style-type: none"> Challenging body shaming of any sort.
3. Understand how images of people have been portrayed throughout history.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Perceptions of beauty and body types that have evolved and changed throughout history. This may include: <ul style="list-style-type: none"> Changing “ideals” of the female body from Victorian times to the 1990s to the images and body shapes of women that are celebrated today. Changing images and ideals of the perfect male body from ancient Greece, to the 1960s and the male images promoted and celebrated today.
4. Understand how images of people are portrayed throughout different cultures.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Different cultural perceptions and images of beauty and body ideals that differ from those valued in western society. Different body types valued in different cultures and how this is informed by social factors, cultural traditions and beliefs.

Title	Healthy Living for the Individual	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CAZ849	
Unit Reference No	A/506/2998	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise the importance of personal fitness and how it contributes to a healthy lifestyle. The learner will recognise the importance of personal hygiene and sexual responsibility.		
Learning Outcomes		Assessment Criteria
1. Recognise the importance of personal fitness and how it contributes to a healthy lifestyle.	1.1. Explain the importance of fitness and how it contributes to a healthy lifestyle. 1.2. Describe at least three advantages and at least three disadvantages of different activities in relation to personal fitness. 1.3. Develop a programme of personal exercise in relation to weight, health and age. 1.4. Review personal progress against exercise programme.	
2. Understand the importance of a balanced diet in promoting personal health.	2.1. Describe the principles of healthy eating. 2.2. Describe at least five foods which promote personal health.	
3. Recognise the importance of personal hygiene.	3.1. Explain the importance of personal hygiene.	
4. Be aware of a range of contraception methods.	4.1. Describe at least three contraception methods available. 4.2. Explain the need for sexual responsibility in personal relationships. 4.3. Describe at least three features and consequences of common sexually transmitted infections.	
5. Know how to develop personal health through action planning.	5.1. Develop a personal health action plan with targets. 5.2. Review personal health action plan identifying areas for improvement.	
Assessment Guidance		
NOS		
<u>SCDCCLD0319 Promote healthy living for children and families</u>		
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

Learning Outcome	Unit Title: Healthy Living for the Individual
<p>1. Recognise the importance of personal fitness and how it contributes to a healthy lifestyle.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definitions of 'Fitness' and 'Healthy Lifestyle'. • The components of fitness for health, which should include: <ol style="list-style-type: none"> a) Aerobic / Cardio-pulmonary fitness b) Muscular strength c) Flexibility d) Balance • Contribution of different components of fitness to health and wellbeing in different life stages. • A range of fitness activities which may include types of team and individual sports. • Advantages and disadvantages of various personal fitness activities that may include: <ol style="list-style-type: none"> a) Support different physical components of fitness b) Emotional benefits of exercise and fitness c) Cost d) Inclusion in terms of disability and gender e) Personal safety considerations f) Risks of injury g) Suit personal characteristics h) Competitive /non-competitive, contact / non-contact • Key Steps in personal exercise and fitness planning which should include: <ol style="list-style-type: none"> a) Assess current level of fitness and vital baseline measurements of waist size, weight, mood b) Design exercise plan informed by NHS Physical Activity Guidelines (19-64) or NHS Physical Activity Guidelines for Children and Young People (5-18 years) c) Set SMART goals for physical activity and all relevant components of fitness d) Follow plan e) Monitor progress using tools to track and review that may include: fitness journal, fitness tests, fitness tracking apps, vital measurements, clothes fit.
<p>2. Understand the importance of a balanced diet in promoting personal health.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • The principles to achieve a balanced and healthy diet which should include: <ol style="list-style-type: none"> a) Eating a variety of foods b) Adequate fibre c) Reduced intake of processed foods d) Reduced Sugar and Salt e) Adequate hydration and consumption of fluids • Relationship between diet and risks of disease which may include discussion of particular risks and health consequences of a diet high in: <ol style="list-style-type: none"> a) Sugar b) Salt c) Fats d) Ultra processed foods

	<ul style="list-style-type: none"> • Identification of food groups, including examples within each food group, for awareness of different dietary choices, requirements and the possibilities of getting nutritious food as fresh, frozen, canned goods. <ul style="list-style-type: none"> a) Lean proteins - meats, eggs, nuts, tofu. b) Vegetables and legumes - carrots, chickpeas. c) Canned and frozen vegetable as healthy options. d) Dairy - milk-based products and non-dairy alternatives. e) Fruit both fresh and frozen. f) Fats such as butter, oils. g) The distinction between healthy fats and unhealthy fats and the impact on personal health. h) Carbohydrates such as bread, pasta, cereal foods, and gluten free options. i) Sugars as a type of simple carbohydrate and where it is found in a range of foods and sometimes “hidden”. j) Salt both added to food and sometimes “hidden” in a range of foods. k) Importance of hydration to maximize food absorption and nutrition.
3. Recognise the importance of personal hygiene.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Hygiene practices which should include: <ul style="list-style-type: none"> a) Regular hand washing b) Brushing teeth and dental care c) Washing hair and all body parts d) Care and careful cleanliness of fingernails e) Washing clothes • Positive effects of good personal hygiene which may include: <ul style="list-style-type: none"> a) Preventing illness through the spread of diseases and conditions b) Improving own health c) Building self esteem • Negative effects of poor personal hygiene, arising diseases and issues which may include: <ul style="list-style-type: none"> a) Scabies b) Head/body lice c) Tooth decay d) Chronic diarrhea e) Name calling/ bullying f) Negative body image and self esteem
4. Be aware of a range of contraception methods.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Different methods of contraception which should include: <ul style="list-style-type: none"> a) Combined pill b) Progestogen only pill c) Condoms d) Internal (female) condoms e) Contraceptive Injection f) Contraception Implant g) Contraceptive patch h) IUD (intrauterine device or copper coil) i) IUS (intrauterine system or hormonal coil) j) Diaphragm or Cap

	<ul style="list-style-type: none"> k) Natural Family Planning l) Emergency contraception m) Female sterilization n) Vasectomy (male sterilization) <ul style="list-style-type: none"> • Factors to consider when choosing a method of contraception which may include: <ul style="list-style-type: none"> a) How well it works at preventing pregnancy primarily but also STDs b) Informed guidance from a health practitioner for individual holistic health c) Risks of side effects d) Ease of use e) Compatibility with personal values and choice • Meaning of sexual responsibility in personal relationships which should include: <ul style="list-style-type: none"> a) Definition of informed consent to all sexual activity b) Knowledge of the legal aspects of sex and consent c) Avoidance of physical and emotional harm to partner and to self d) Honest communication with sex partner about the nature and parameters of this particular relationship e) Clear communication and agreement about contraception f) Getting tested for sexually transmitted infections if either partner has put themselves at risk • Definition of STDs and different types of infection. • The causes and effects of STDs which should include: <p>Causes:</p> <ul style="list-style-type: none"> • Caused by sexually transmitted infections (STIs) • Spread mainly by sexual contact • STIs may pass from person to person in: <ul style="list-style-type: none"> ○ Blood ○ Semen ○ Vaginal fluids ○ Other bodily fluids <p>Effects:</p> <ul style="list-style-type: none"> • Untreated STIs can lead to serious consequences including: • Infertility • Pregnancy complications • Chronic pain • Neurological and cardiovascular disease • Increased risk of HIV • Spread to others including unborn babies
5. Know how to develop personal health through action planning	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Taking a holistic approach to personal health improvement including specific sections in plan for: <ul style="list-style-type: none"> a) Physical health b) Mental health c) Emotional health and well-being

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| | <ul style="list-style-type: none"> • The SMART approach to planning and review including: <ul style="list-style-type: none"> a) Assess current health b) Set specific goals and targets in each section of health c) Actionable steps d) Follow programme /plan e) Set deadlines for achieving each goal f) Set check in and evaluation points for each target goal g) Stay accountable • Review Progress against each goal which may include: <ul style="list-style-type: none"> a) Body measurements and weight b) Assessment of fitness c) Physiological measurements by a health practitioner such as blood pressure, cholesterol measurements d) Reflection in writing of how you feel e) Reflection in writing of the impact any actions you are taking are having on your holistic health f) Identification of challenges and barriers that have hindered you achieving you targets and how to address going forward • Refresh personal plan of targets for heath improvement and date on which progress will be again reviewed. • Maintain a cycle of action planning with targets, reflection and review. |
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Title	Mental Health Awareness	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CAZ850	
Unit Reference No	K/507/9022	
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by the term mental health, identify treatments for mental health conditions and associated management techniques.		
Learning Outcomes		
Assessment Criteria		
1. Understand what is meant by the term mental health.	1.1. Describe what is meant by the term mental health.	1.2. Describe the symptoms of at least three mental health illnesses and their impact.
2. Be aware of treatments for mental health conditions.	2.1. Describe treatments for mental health conditions outlined above.	2.2. Compare the strengths and weaknesses of mental health treatments outlined above.
3. Understand anger management techniques.	3.1. Describe signs of aggressive behaviour and what causes them.	3.2. Describe at least three anger management techniques.
4. Understand the role of therapeutic communication skills in mental health.	4.1. Describe the role of therapeutic verbal and non-verbal communication skills used in mental health.	4.2. Describe therapeutic communication skills and associated strengths and weaknesses.
5. Be able to identify agencies offering support and information on mental health issues.	5.1. Describe at least three sources of support and information on mental health issues and their roles.	
Assessment Guidance		
NOS		
<u>SCDHSC0313 Work with children and young people to promote their own physical and mental health</u>		
<u>SFHHM14 Identify potential mental health needs and related issues</u>		
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

Learning Outcome	Unit Title: Mental Health Awareness
1. Understand what is meant by the term mental health.	Scope Teaching will cover: <ul style="list-style-type: none"> • Definition of mental health • The importance of mental health as part of holistic health and well-being • The signs and behaviours of good mental health • The signs and behaviours of poor mental health • Different types of mental illness and their symptoms which may include: <ol style="list-style-type: none"> a) Anxiety Disorders b) Depression c) Bipolar disorders d) Obsessive Compulsive disorder e) Schizophrenia f) Eating Disorders g) Addiction and Substance Misuse
2. Be aware of treatment for mental health conditions.	Scope Teaching will cover: <ul style="list-style-type: none"> • Treatments for mental health conditions which should include: <ol style="list-style-type: none"> a) Medication b) Psychotherapy and Counselling c) Cognitive Behavioural Therapy d) Complementary Therapies e) Art and Creative Therapies • Advantages and disadvantages of the mental health treatments identified above: <ol style="list-style-type: none"> a) Speed of symptom relief b) Side effects c) Costs d) Risks of dependency e) Added stress of confronting very difficult emotional issues f) Getting to the root of the problem g) Waiting lists
3. Understand anger management techniques.	Scope Teaching will cover: <ul style="list-style-type: none"> • Concepts of emotions and feelings • Definition of aggression • Signs and behaviours of different types aggression that should include: <ol style="list-style-type: none"> a) Physical aggression b) Verbal aggression c) Impulsive aggression d) Instrumental aggression e) Passive aggression • A range of contexts and possible causes for the types of aggression identified above.

	<ul style="list-style-type: none"> • The importance of developing skills and techniques to manage anger for good mental health. • A range of techniques that can be used to manage “in the moment” anger. These may include: <ul style="list-style-type: none"> a) Cooling down by stepping away from the situation and deep breathing b) Express concerns once calmer c) Use assertive expression of points rather than angry outburst • A range of strategies to manage anger in the longer term. These may include: <ul style="list-style-type: none"> a) Regular exercise b) Mindfulness and relaxation c) Sufficient sleep d) Practicing problem solving in approach to issues e) Avoidance of ruminating f) Counselling and therapy to help understand triggers for anger and the impact of anger on relationships and self
4. Understand the role of therapeutic communication skills in mental health.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definition of therapeutic communication skills • How use of therapeutic communication skills can support mental health • A range of verbal and nonverbal therapeutic communication skills which may include: <ul style="list-style-type: none"> a) Active listening b) Empathy c) Eye Contact d) Non judgmental open questioning e) Reflecting f) Summarising g) Considered use of supportive touch • Strengths of therapeutic communication for the mental health of given individuals living with different types of mental illness. • Potential weaknesses of therapeutic communication.
5. Be able to identify agencies offering support and information on mental health issues.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • A range of support and information services for mental health, which may include: <ul style="list-style-type: none"> • Voluntary and community based organisations • NHS community mental health teams • NHS Crisis Intervention teams • Psychiatric Hospitals • Residential Care facilities • National mental health organisations with established websites

Title	Stress Management Techniques	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CAZ851	
Unit Reference No	T/506/3003	
Unit purpose and aim(s): This unit will enable the learner to understand the impact of stress and identify appropriate stress management techniques.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by stress.	1.1. Describe what is meant by stress. 1.2. Describe at least three possible causes of stress. 1.3. Describe how stress can be used positively and negatively.	
2. Understand the impact of stress on an individual.	2.1. Describe the impact of stress on an individual and associated condition.	
3. Understand stress management techniques.	3.1. Describe at least three stress management techniques. 3.2. Describe at least three support services available to individuals experiencing stress.	
4. Understand the benefits of using relaxation techniques.	4.1. Describe three different strategies for relaxing during times of stress. 4.2. Explain how these strategies help to reduce stress. 4.3. Use at least three different techniques for relieving stress and comment on their effectiveness.	
Assessment Guidance		
NOS		
SCDHSC0226 Support individuals who are distressed		
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

Learning Outcome	Unit Title: Stress Management Techniques
1. Understand what is meant by stress.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definitions of stress, distress and eustress • The physical responses to stress - fight or flight reaction and symptoms • The individuality of stress based on perception of demand and coping resources • Negative stressors for individuals which may include: <ol style="list-style-type: none"> a) Work overload and job pressures b) Unemployment c) Relationship difficulties d) Financial problems e) Illness f) Major life events such as bereavement, divorce, retirement • Positive stressors for individuals, which may include: <ol style="list-style-type: none"> a) Learning new skills b) Competitive activity c) Physical activity d) Positive life events such as getting married or taking a holiday • The short-term characteristics of negative stress which may include: <ol style="list-style-type: none"> a) Feelings of anxiety b) Feelings of irritability c) Situation perceived as outside our coping abilities d) Physical symptoms such as headaches, muscle tension, heart palpitations • The short-term characteristics of positive stress which may include: <ol style="list-style-type: none"> a) Improved motivation and energy b) Situation perceived as within our coping abilities c) Improved performance d) Quickening pulse and hormone surge to bring focus to the task
2. Understand the impact of stress on an individual	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • How negative stress holistically affects a person's body (physical health), feelings (mental health), and behaviour. • The long-term impact of stress on physical health, which may include: <ol style="list-style-type: none"> a) High blood pressure b) Muscle tension and pain c) Weakened immunity d) Heart disease e) Sleeplessness f) Disruption to sex drive and reproduction processes • The impact of stress on feelings and mood which may include: <ol style="list-style-type: none"> a) Anxiety b) Lack of motivation c) Feeling overwhelmed d) Sadness and depression e) Restlessness

	<ul style="list-style-type: none"> The impact of stress on behaviour may include: <ol style="list-style-type: none"> Angry outbursts Drug or alcohol misuse Overeating or undereating Avoidance of people and going out Avoidance of exercise
3. Understand Stress Management Techniques	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Techniques for stress management which may include: <ol style="list-style-type: none"> Physical exercise Good nutrition Avoidance of too much alcohol, caffeine and nicotine Social connections and support Muscle relaxation Mediation Cognitive Behavioural A range of support services available to help individuals experiencing stress which may include: <ol style="list-style-type: none"> GP Local mental health services such as Aware NI Helplines such as Samaritans or Lifeline Online support such as NHS talking therapies Local peer support groups
4. Understand the benefits of using relaxation techniques	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Different strategies to promote relaxation during times of stress which may include: <ol style="list-style-type: none"> Deep breathing Progressive muscle relaxation Meditation Positive visualization Rhythmical movement through exercise such as running, swimming, rowing, dancing Connection with others such as friends and family Connection with nature Key benefits of relaxation techniques in reducing stress which should include: <ol style="list-style-type: none"> Reduced heart rate and blood pressure Reduction of stress hormones circulating in the body Calming of the mind and the body Easing of muscle tension and pain Improved sleep Distraction from stressful circumstances Release of “feel good” hormones Boost immune function

Title	Understanding Healthy Eating	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CAZ852	
Unit Reference No	H/506/3000	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of maintaining a healthy diet and how it contributes to health.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of maintaining a healthy diet.	1.1. Describe the importance of maintaining a healthy diet for the body. 1.2. Describe the main functions of food and the basic principles of digestion and absorption. 1.3. Describe at least three different groups of people who may require different diets.	
2. Recognise different food groups and how they contribute to a healthy, balanced diet.	2.1. Classify food groups and how they contribute to a healthy, balanced diet. 2.2. Describe how fluid/water intake contributes to a balanced diet.	
3. Understand why a balanced diet is required to maximise performance.	3.1. Describe why a balanced diet is required to maximise performance. 3.2. Describe the connection between exercise and weight control.	
Assessment Guidance		
NOS		
SKAEAF13 Apply the principles of nutrition to the needs and objectives of personal training clients		
SKAES5 Develop your nutritional strategy to achieve excellence in your sport		
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

Learning Outcome	Unit Title: Understanding Healthy Eating
<p>1. Understand the importance of maintaining a healthy diet.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of a healthy diet and an unhealthy diet • The key benefits of eating a healthy diet which may include: <ol style="list-style-type: none"> a) Nutrients for growth and repair b) Strong bones and teeth c) Energy to maintain life and activity d) Prevention of diet related illness e) prevention of deficiencies of key nutrients f) Maintaining a healthy weight g) Underpins both good physical and good mental health • The main functions of food which should include: <ol style="list-style-type: none"> a) Energy production b) Body structure maintenance and support c) Regulation of essential chemical processes in the body d) Growth and development e) Cell maintenance and repair f) Immunity to help fight disease • The process of digestion which should include the following stages: <ol style="list-style-type: none"> a) Ingestion b) Propulsion c) Mechanical physical digestion d) Chemical digestion e) Absorption f) Excretion • The process of absorption and use of food molecules by the body which should include: <ol style="list-style-type: none"> a) Digestion b) Absorption c) Transportation d) Storage and Processing e) Use of substances for energy, growth and repair • A range of “special” diets which may include: <ul style="list-style-type: none"> • Health issues, such as diabetes or cardiovascular disease • Food intolerances or allergies such as gluten intolerance • Cultural or religious considerations, such as Muslims only eating meat slaughtered by the halal method. • Ethical reasons, such as vegans’ opposition to eating meat, dairy or any other animal byproduct.
<p>2. Recognise different food groups and how they contribute to a healthy, balanced diet.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>The five main food groups and the importance of each for healthy body function, which should include:</p> <ol style="list-style-type: none"> a) Fruit and vegetables- essential for vitamins supporting our immune system and fibre for digestion b) Carbohydrates- essential for energy and cell support c) Proteins – essential for healthy muscles and body growth and repair d) Dairy- key source of calcium for strong bones and teeth e) Fats and Oils- essential as stored energy and to support protection of vital organs and maintenance of body temperature

	<ul style="list-style-type: none"> The Eatwell guide to illustrate required proportions from each food group to achieve a healthy, balanced diet The essential role of fluid intake and water for healthy body function which should include: <ul style="list-style-type: none"> a) Digestion and nutrient transport for absorption b) Body temperature regulation c) Waste removal d) Joint lubrication e) Sleep quality f) Brain function
3. Understand why a balanced diet is required to maximise performance.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Reasons a balanced diet is required to maximize performance in everyday life and in sport and fitness in particular. This may include: <ul style="list-style-type: none"> a) Daily consumption from the range of food groups ensures sufficient intake of vitamins and minerals essential to healthy body function b) Carbohydrates are important in providing fuel to muscle and giving energy c) Slow-release carbohydrates also known as complex carbohydrates provide a slower and sustained release of energy important for blood sugar stability (diabetes management) giving more prolonged energy and across time which is vital in endurance sports d) Increases personal energy and productivity every day, increasing capacity to participate and to work well e) Protein is important to promote muscle growth and repair which is critical in sport and fitness performance f) A balanced diet overall decreases performance fatigue and risk of injury Relationship between exercise and weight control, which may include: <ul style="list-style-type: none"> a) Energy intake verses energy output b) Maintain weight or reach a calorie deficit for weight loss c) Exercise helps build and preserve muscle mass and supports effective and efficient metabolism d) Exercise can increase metabolism e) Exercise promotes fat loss and potentially reduces fat levels in overall body composition f) Regular moderate aerobic physical activity

Title	Understanding the Impact of Eating Disorders	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAZ853	
Unit Reference No	F/506/2999	
Unit purpose and aim(s): This unit will enable the learner to recognise different eating disorders, understand the connection between food and feelings and identify where to seek help and support.		
Learning Outcomes		Assessment Criteria
1. Recognise different eating disorders.	1.1. Describe at least three different types of eating disorders including the signs, symptoms and effects of each.	
2. Be aware of the connection between food and feelings.	2.1. Describe the connection between food and feelings and why abnormal eating habits develop. 2.2. Describe at least three reasons why an individual may eat unnecessarily.	
3. Be able to identify agencies offering help and information on eating disorders.	3.1. Describe at least three sources of help and information in relation to eating disorders.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Learning Outcome	Unit Title: Understanding the Impact of Eating Disorders
1. Recognise different eating disorders	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Different types of eating disorders which should include: <ol style="list-style-type: none"> Anorexia nervosa Bulimia nervosa Binge eating disorder Avoidant / Restrictive Food Intake Disorder Behavioural, physical and psychological signs and symptoms of anorexia which may include: <ol style="list-style-type: none"> Irritability Social withdrawal Missing meals or eating very little Lying about what you have eaten Strict rituals and restrictions around eating Taking medicines to reduce hunger (appetite suppressants), Abusing laxatives and diuretics Harsh self-criticism about weight and appearance Fixation on food, eating and dietary information Excessive exercising If under age of 18, weight and height is lower than expected for age If an adult an unusually low body mass index (BMI) Dramatic weight loss Periods stopping in women Headaches, dizziness, fatigue Believing that you are fat or overweight when actually underweight Distorted body image Intense fear of gaining weight Thoughts of self-harm Behavioural, physical and psychological signs and symptoms of bulimia which may include: <ol style="list-style-type: none"> Purging food from the body involving either forced vomiting or abuse of laxatives Consuming an unusually large amount of food in a short period by binge eating and planning to purge it later Hiding food to binge and purge Excessive exercising Misuse of diuretics and diet pills Usually, a normal health weight Low self-esteem closely linked to body image Behavioural, physical and psychological signs and symptoms of binge eating which may include: <ol style="list-style-type: none"> Feeling a sense of compulsion or lack of control associated with eating Consuming large quantities of food in a short period and feeling you can't stop Eating when not hungry, past the point of satisfaction to the point of discomfort Binge eating episodes occur at least once a week and have been going on for several months Feeling depressed, guilty, ashamed or disgusted after binge eating
2. Be aware of the connection between food and feelings	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Definition of emotional eating

	<ul style="list-style-type: none">• Consider connection between food and range of feelings• Causes of emotional eating which may include:<ul style="list-style-type: none">a) Relationship conflictsb) Work stressc) Financial worriesd) Health issuese) A history of dieting and restrictive eatingf) Lack of conscious awareness about how you actually are feelingg) Inability to manage emotionsh) Eating as a distraction to escape uncomfortable emotions• Risk factors for development of abnormal eating habits which may include:<ul style="list-style-type: none">a) Experience of criticism about body shape and weightb) Obesity in childhoodc) Family history of eating disordersd) Societal or job role pressure to be particularly slim e.g., dancers, models, athletese) Anxiety and low self esteemf) Childhood abuse or trauma
3. Be able to identify agencies offering help and information on eating disorders.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none">• A range of agencies that offer support and treatment for eating disorders which may include:<ul style="list-style-type: none">a) GPb) Adult specialist eating disorder teams within the NHSc) NHS child and adolescent mental health service (CAMHS)d) NHS multi-disciplinary outpatient care offering a mix of nutritional support, personal therapy and occupational therapye) Counselling agencies in the private and voluntary sector offering specialist counselling, cognitive behavioural therapy and family therapyf) Beat Eating Disorders online helpline and peer support serviceg) National Eating Disorders Association online supporth) Inpatient care in specialist units for children and young people such as Beechcroft regional service in Belfast

Title	Communication Skills in the Workplace	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE147	
Unit Reference No	D/616/8984	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of effective communication in the workplace and demonstrate effective communication skills.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of communication in the workplace.	1.1. Describe the impact of effective and ineffective communication in the workplace. 1.2. Describe at least three possible barriers to communication and strategies which may be used to overcome these barriers.	
2. Be able to demonstrate effective communication skills.	2.1. Demonstrate effective communication in three given scenarios: a) active listening b) non-verbal communication c) appropriateness of language and tone 2.2. Apply at least three strategies to ensure that communication has been understood.	
Assessment Guidance NOS INSBA014 Communicate in a business environment		
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

Learning Outcome	Unit Title: Communication Skills in the Workplace
1. Understand the importance of communication in the workplace	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definition of interpersonal communication • Types of interpersonal communication important in the workplace, which should include: <ol style="list-style-type: none"> a) Active listening b) Nonverbal communication c) Verbal communication d) Written communication • The impact of effective communication in the workplace which may include: <ol style="list-style-type: none"> a) Positive and stronger working relationships within a team, promoting more collaboration and support b) Enhanced leadership c) Faster problem solving within a team d) Employees having necessary information to do their job effectively and clear about what is expected of them e) Improved employee engagement f) Good employee job satisfaction g) Improved productivity and efficiency • The impact of ineffective communication in the workplace which may include: <ol style="list-style-type: none"> a) Increased stress and anxiety amongst staff due to misunderstandings, unclear expectations and frustrations b) Low morale and motivation c) Poor interpersonal relationships within the team and a strained working environment d) Increased conflict e) Decreased productivity and efficiency f) High employee turnover • Barriers to communication which may include: <ol style="list-style-type: none"> a) Physical barriers b) Technological barriers c) Emotional barriers d) Cultural differences in race, religion and traditions e) Language barriers f) Lack of clarity g) Hierarchical barriers • Strategies to overcome communication barriers which may include: <ol style="list-style-type: none"> a) Inclusive environment b) Open door policy c) Enhanced technology d) Cultural sensitivity training e) Language support f) Conflict resolution training g) Team building activities
2. Be able to demonstrate effective communication skills	<p>Scope</p> <p>Teaching will cover:</p> <p>Key effective communication skills which should include use of:</p> <ul style="list-style-type: none"> • Active listening

	<ul style="list-style-type: none"> • Non-verbal communication • Clarity and Conciseness • Adapting to your audience - Appropriateness of language and tone • Opportunities to practice use of these skills <ul style="list-style-type: none"> • Strategies to ensure that communication has been understood. This may include the use of: <ul style="list-style-type: none"> a) Summarising key points b) Clarifying questions c) Taking feedback from recipients d) Follow-up - Document and share a record of the important points
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Title	Employment Placement	
Level	Two	
Credit Value	6	
Guided Learning Hours (GLH)	48	
OCN NI Unit Code	CBE148	
Unit Reference No	H/616/8985	
Unit purpose and aim(s): This unit will enable the learner to plan, carry out and evaluate an employment placement opportunity.		
Learning Outcomes	Assessment Criteria	
1. Be able to plan, carry out and evaluate an employment placement opportunity within the hospitality, sport or care sector.	1.1. Research appropriate placement opportunities. 1.2. Develop an employment placement plan to include: a) working hours b) dress code c) duties d) who to report to 1.3. Complete an employment placement recording responsibilities and progress. 1.4. Review employment placement outcomes identifying areas for improvement.	
Assessment Guidance NOS <u>INSML002 Develop your knowledge, skills and competence to meet the requirements of your work</u>		
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

Learning Outcome	Unit Title: Employment Placement
<p>1. Be able to plan, carry out and evaluate an employment placement opportunity within the hospitality, sport or care sector.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definition of employment placement • Types of employment placement which may include: <ol style="list-style-type: none"> a) Internships b) Industrial work placement year c) Work shadowing d) Mandatory work placements • The benefits of an employment placement which may include: <ol style="list-style-type: none"> a) development of sector specific professional skills and experience b) development of transferable work skills such as team working, communication and time management c) development of self-confidence d) offers insight into a chosen industry and particular job role e) helps build a network of professional contacts f) offers an opportunity to learn about yourself and inform future career aspirations g) enhances employability • Steps to research appropriate placement opportunities which should include: <ol style="list-style-type: none"> a) the type of placement you need b) identify the career path you are currently considering c) define your strengths you already have and skills or knowledge that you want to develop from an employment placement d) investigate different employers in your industry sector to understand the particular service they provide e) define any restrictions that may apply in terms of travel time or travel practicalities to a placement f) share your ideas and use the expertise of the particular staff or service area within your school / college / organization responsible for employment placement liaison g) match as best as possible an available placement with the experience and skills that you want to gain • The content of an employment placement plan which should include: <ol style="list-style-type: none"> a) Placement organisation details b) Placement duration and dates c) Student name and contact details d) Course details and course staff contact if applicable e) Daily and weekly work hours in placement f) Dress code g) Name of placement mentor or job role supervisor h) Duties that will be undertaken i) Statement of learner goals for specific skills and specific knowledge to be developed in placement j) Verification of compliance in terms of health and safety regulations, insurance, safeguarding requirements if applicable in advance of placement beginning • Explore formats for an employment placement learner logbook to record experience and evidence of progress toward learner goals

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| | <ul style="list-style-type: none"> • Explore formats to support learner reflection on placement outcomes which should include: <ul style="list-style-type: none"> a) employer / mentor/ supervisor feedback on learner skills, strengths and areas for development b) self-reflection on the knowledge, skills or experience the learner has gained from placement and if set learning goals have been met c) self-reflection on how the placement experience may impact on career plan going forward d) an action plan for continued personal development |
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Title	Employment within Hospitality, Sport and/or Care	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE149	
Unit Reference No	K/616/8986	
Unit purpose and aim(s): This unit will enable the learner to recognise employment options within the hospitality, sport and/or care sectors and apply for job vacancies.		
Learning Outcomes		Assessment Criteria
1. Recognise different types of employment opportunities within the hospitality, sport and/or care sectors.	1.1. Illustrate at least five different types of employment opportunities within the hospitality, sport and/or care sectors.	
2. Understand what is meant by the terms labour market and hidden labour market.	2.1. Define what is meant by the terms labour market and hidden labour market. 2.2. Describe how you may access the hidden labour market.	
3. Be able to produce a Curriculum Vitae (CV) and apply for a job vacancy.	3.1. Summarise the key components of a CV. 3.2. Produce a CV for a given job within the hospitality, sport and/or care sectors. 3.3. Complete a job application and covering letter for a given job.	
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

Learning Outcome	Unit Title: Employment within Hospitality, Sport and/or Care
<p>1. Recognise different types of employment opportunities within the hospitality, sport and/or care sectors.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> The nature and scope of: <ol style="list-style-type: none"> the hospitality sector the sport sector the care sector A variety of job roles within the hospitality sector which may include: <ol style="list-style-type: none"> chef hotel housekeeper hotel receptionist barista event planner restaurant manager bartender A variety of job roles within the sports sector which may include: <ol style="list-style-type: none"> Fitness Instructor Sports Coach Sports Scientist Sport Psychologist Sports Massage therapist Sports development officer Personal trainer A variety of job roles within the care sector which may include: <ol style="list-style-type: none"> Care Assistant Care Manager Activities Coordinator Support Worker Housing support officer Nurse
<p>2. Understand what is meant by the terms labour market. and hidden labour market.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Definition of labour market Definition of hidden labour market The reasons for existence and growth of the hidden labour market. Ways to access the hidden labour market, which may include: <ol style="list-style-type: none"> research within current company about internal opportunities Utilise social media to establish your presence and track job postings by employers networking, by attending professional and industry events such as conferences, career fairs and workshops directly contact potential employers get involved in volunteering
<p>3. Be able to produce a Curriculum Vitae (CV) and apply for a job vacancy.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> The key components of a CV, which should include: <ol style="list-style-type: none"> contact details introduction

		<ul style="list-style-type: none"> c) qualifications d) employment (may include unpaid work if relevant) e) skills f) experience <ul style="list-style-type: none"> • The development and production of a personal CV for a given job in the hospitality, sports or care sectors • Explore different types of job application • The components of a good job application which may include: <ul style="list-style-type: none"> a) Content which is tailored to a specific job description b) Clear and concise language c) Relevant experience and skills are well highlighted d) Free from grammar and spelling errors e) Accompanied by a strong cover letter • The function of a cover letter • The structure and content of a cover letter • Production of a completed job application for a given role with accompanying cover letter
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Title	Exercise and Fitness	
Level	Two	
Credit Value	5	
Guided Learning Hours (GLH)	40	
OCN NI Unit Code	CBE150	
Unit Reference No	M/616/8987	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how exercise contributes to a healthy lifestyle and take part in exercise to improve own fitness.		
Learning Outcomes		Assessment Criteria
1. Understand how exercise contributes to a healthy lifestyle.	1.1. Describe at least five benefits of regular exercise. 1.2. Illustrate how lifestyle choices contribute to good health.	
2. Be aware of local fitness facilities.	2.1. Describe at least three local fitness facilities and activities and how they may be accessed.	
3. Be able to take part safely in fitness activities.	3.1. Demonstrate at least three different fitness activities identifying associated health and safety considerations.	
4. Be aware of the physical and emotional benefits of exercise.	4.1. Summarise the key physical and emotional benefits of fitness and exercise.	
5. Know how to improve own performance in exercise and fitness.	5.1. Create an exercise plan to improve own performance and challenge areas of weakness.	
Assessment Guidance		
NOS		
SFHCHS144 Deliver exercise sessions to improve individuals' health and wellbeing		
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

Learning Outcome	Unit Title: Exercise and Fitness
1. Understand how exercise contributes to a healthy lifestyle.	Scope Teaching will cover: <ul style="list-style-type: none"> • Definition of exercise • Definition of fitness • Definition of health and how it includes, physical, mental and social health • Definition of healthy lifestyle • What is a lifestyle choice – positive and negative • Range of exercise from different categories - such as leisure activities, individual sports, team sports • Benefits of regular exercise which may include: <ul style="list-style-type: none"> a) Stronger bones and muscles b) Effective weight management c) Improved sleep d) Reduction in anxiety and depression e) Release of feel-good endorphins f) Reduction in risk of certain diseases g) Socializing
2. Be aware of local fitness facilities.	Scope Teaching will cover: <ul style="list-style-type: none"> • A range of local fitness facilities from various sectors: <ul style="list-style-type: none"> a) Public b) Private c) Voluntary • A range of activities on offer in these local facilities • Ease of access, such as: <ul style="list-style-type: none"> a) Flexible opening hours b) Flexible payment options c) Wide choice of classes and activities d) All ability e) Subsidised costs f) Off-peak membership costs • Barriers to access, such as: <ul style="list-style-type: none"> a) Physical environment for people with mobility disabilities b) Resources to meet diverse support needs c) Situation of facilities in terms of public transport
3. Be able to take part safely in fitness activities.	Scope Teaching will cover: <ul style="list-style-type: none"> • Research to identify a range of fitness activities appropriate to individual baseline fitness, skills level and interest • Health and Safety factors to consider when starting a fitness activity, which should include: <ul style="list-style-type: none"> a) Wearing the appropriate clothing and footwear for the specific activity and environment

	<ul style="list-style-type: none"> b) Use of protective equipment and clothing if appropriate c) Induction for safe use of equipment d) Warm up and cool down practice e) Employ the correct techniques for the activity f) Keep hydrated g) The importance of Rest and Recovery h) Avoid overtraining i) Know the purpose and role of rules and regulations in a range of sports
4. Be aware of the physical and emotional benefits of exercise.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definition of exercise • Definition of fitness • Physical benefits of exercise, that may include: <ul style="list-style-type: none"> a) Improvement in cardiovascular health b) Reduction in risk of chronic disease c) Stronger muscles and bones d) Weight control • Mental health benefits of exercise, that may include: <ul style="list-style-type: none"> a) Positive boost to mood b) Stress release c) Improved sleep d) Cognitive function improvements e) Positive body image f) Sense of social participation and inclusion
5. Know how to improve own performance in exercise and fitness.	<p>Teaching will cover:</p> <ul style="list-style-type: none"> • Components of fitness for exercise and physical activity • Steps to take in making own personal exercise plan which should include: <ul style="list-style-type: none"> a) Assess self in relation to all areas of fitness and identify specific areas you want to improve b) Take any available baseline measurements of fitness such as use of a smart sports watch c) Set clear SMART goals d) Develop an action plan including specifics of activity, frequency and duration e) Plan a logical progression of activity level f) Build in time for rest and recovery g) Review progress towards goals at regular points h) Revise and update plan as required

Title	Health Promotion	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE151	
Unit Reference No	T/616/8988	
Unit purpose and aim(s): This unit will enable the learner to be aware of the purpose and impact of health promotion activities.		
Learning Outcomes	Assessment Criteria	
1. Be aware of the purpose and different types of health promotion activities.	1.1. Illustrate the purpose of health promotion. 1.2. Describe at least three different types of health promotion activities.	
2. Be aware of the benefits of health promotion.	2.1. Illustrate the benefits of health promotion to the following groups: a) individuals b) communities c) nationally	
3. Recognise how health promotion campaigns can address selected health risks.	3.1. Identify at least three health promotion campaigns and how they have assisted in addressing selected health risks.	
Assessment Guidance NOS <u>SFHPP16Work in partnership with others to promote health and wellbeing and reduce risks within settings</u>		
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

Learning Outcome	Unit Title: Health Promotion
1. Be aware of the purpose and different types of health promotion activities.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definition of health promotion • The purpose and importance of health promotion • Types of health promotion activity which may include: <ol style="list-style-type: none"> a) Health education - target audiences are directly helped to learn and build skills for better health e.g., physical activity classes b) Health education online - websites, webinars, Health screening e.g., breast cancer screening c) Health communications - whole society level to promote action e.g., the TV campaign to get the flu vaccine, quit smoking d) Policy changes to improve health e.g., advocating for taxing unhealthy foods e) Environment change to promote health e.g., investing in more parks and trails in a given community
2. Be aware of the benefits of health promotion	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • The benefits of health promotion for individuals which may include: <ol style="list-style-type: none"> a) Greater knowledge and awareness b) Positive lifestyle changes c) Reduced risk of chronic disease d) Greater personal control of own health improvement • The benefits of health promotion for communities which may include: <ol style="list-style-type: none"> a) A sense of community ownership and influence to plan health initiatives locally b) Addressing health inequalities by responding to the unique needs of a vulnerable or hard to reach group of people within a particular community c) Stronger social connections in a community • The benefits of health promotion nationally which may include: <ol style="list-style-type: none"> a) Improved national health b) Reduced demand for treatment c) Reduced pressure on the NHS and health care costs d) Reduced health inequalities
3. Recognise how health promotion campaigns can address selected health risks.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Examples of specific health promotion campaigns which may include: <ol style="list-style-type: none"> a) Every Mind Matters b) Stay Well this Winter c) Take a moment, start a conversation d) Breast Cancer Awareness month e) Change4life

- Consider how health promotion campaigns can address selected health risks which may include:
 - a) Awareness of the importance of mental health and action to support children and young people's mental wellbeing
 - b) Early detection rates for cancer and improved survival rates
 - c) Reversing the trend of obesity and related illnesses and engaging children in physical activity so that prevention of disease starts at the earliest point
 - d) Providing the public with a wide range of advice that includes not just health interventions but other wider supports such as finance and environment to keep well in winter when older people can be especially vulnerable
 - e) Improving social connection for all and especially people with poor mental health through day-to-day conversation. Loneliness is a significant health risk.

Title	Introduction to Counselling for Wellbeing	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBE152	
Unit Reference No	A/616/8989	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and demonstrate the basic skills and attributes of a counsellor and how counselling may contribute to an individual’s wellbeing.		
Learning Outcomes		Assessment Criteria
1. Understand the role of a counsellor and the significance of counselling for wellbeing.	1.1. Describe the stages of counselling. 1.2. Illustrate at least three situations where counselling may benefit wellbeing.	
2. Understand the skills and attributes required to conduct and evaluate a counselling session.	2.1. Describe the skills and attributes required to conduct and evaluate a counselling session.	
3. Be able to use basic counselling skills to initiate, maintain, and conclude a counselling relationship.	3.1. Demonstrate basic counselling skills within a counselling session. 3.2. Apply an evaluation tool to identify areas for improvement.	
4. Be aware of boundaries and referral procedures in counselling settings.	4.1. Summarise boundaries associated with counselling. 4.2. Describe procedures for a counselling referral. 4.3. Illustrate at least five agencies to whom referrals may be made.	
5. Be able to evaluate own self development.	5.1. Evaluate own self development in relation to counselling skills.	
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

Learning Outcome	Unit Title: Introduction to Counselling for Wellbeing
<p>1. Understand the role of a counsellor and the significance of counselling for well being.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> The definition and purpose of counselling, including: <ol style="list-style-type: none"> What is counselling and different forms of counselling The difference between counselling and advice The key purpose of counselling; helping individuals explore concerns, develop coping strategies and improve well-being. Role and Responsibilities of a counsellor Stages of counselling which should include: <ol style="list-style-type: none"> Building trust Developing rapport and counsellor and client relationship Clarifying and assessing the presenting problem and situation Identifying and setting counselling goals Implementing counselling interventions to meet set goals Evaluation and endings Situations where counselling might benefit wellbeing which may include: <ol style="list-style-type: none"> Difficult life events such as bereavement or divorce. Mental health conditions such as anxiety and depression. Coping with physical health conditions such as a diagnosis of cancer or other chronic conditions such as MS where new coping skills are needed. Relationship issues such as marriage guidance or family tensions.
<p>2. Understand the skills and attributes required to conduct and evaluate a counselling session</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Skills and attributes to conduct a counselling session which should include: <ol style="list-style-type: none"> Active listening Empathy Non-judgmental attitude Rapport building skills Open ended questioning Reflecting Summarising setting Skills and attributes to evaluate a counselling session which may include: <ol style="list-style-type: none"> Observation Listening Recording Ability to provide honest and respectful feedback Being specific in feedback Feedback on strengths Feedback on areas for development

<p>3. Be able to use basic counselling skills to initiate, maintain and conduct a counselling relationship.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Application of basic counselling skills which should include: <ol style="list-style-type: none"> a) A given counselling scenario b) Assignment of roles as counsellor, client, observer c) List of the key counselling skills being practiced and evaluated in this given scenario • Application of an evaluation tool to identify areas for improvement which may include: <ul style="list-style-type: none"> ○ A written rating scale which lists each specific counselling skill and descriptor of either effective or requires development
<p>4. Be aware of boundaries and referral procedures in counselling settings.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Boundaries in counselling relationships which should include: <ol style="list-style-type: none"> a) Confidentiality of client information b) Limits of confidentiality in relation to matters of safeguarding c) Session length and frequency d) Costs and payment arrangements if applicable e) Avoidance of personal counsellor to client contact outside of the counselling sessions • Referral procedures to access a counselling service which may include: <ol style="list-style-type: none"> a) GP or healthcare professional referral to access counselling within NHS or voluntary sector b) Self-referral directly to counsellors in the private, voluntary or community sector c) Referral is only made by having the informed consent of the individual client or their parent or guardian where a child is not able to give informed consent • Agencies to whom counselling referrals can be made may include: <ol style="list-style-type: none"> a) NHS Talking Therapies b) Relate NI c) Wave Trauma Centre d) Lifeline e) Nexus f) Macmillan cancer support
<p>5. Be able to evaluate own self development</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • How to evaluate your own self development in relation to counselling skills which may include: <ol style="list-style-type: none"> a) Take feedback from those in the client role b) Take feedback from the observer of your counselling skills being used c) Use all feedback to engage in self reflection d) Identify strengths and areas for improvement in the use of specific core counselling skills

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| | e) Devise a personal development plan to action your improvement in using counselling skills |
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Title	Keeping Safe Online	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE153	
Unit Reference No	M/616/8990	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of changing technology and the potential risks when communicating online.		
Learning Outcomes	Assessment Criteria	
1. Be aware of the impact of changing technology on young people and adults.	1.1. Illustrate the impact of changing technology on young people and adults.	
2. Be aware of potential risks when communicating online.	2.1. Describe at least five risks when using online communication and possible consequences.	
3. Know good practice guidelines when sharing information online.	3.1. Describe at least three best practice policies and procedures when sharing information online.	
4. Know how to report online abusive behaviour and sources of support.	4.1. Summarise what constitutes abusive behaviour online and identify at least three support agencies.	
	4.2. Describe at least three procedures for reporting online abuse.	
Assessment Guidance		
NOS		
<u>TECHDUOC1 Participate in online social media collaboration networks</u>		
<u>TECHDUOS1 Operate safely and securely when working online</u>		
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

Learning Outcome	Unit Title: Keeping Safe Online
<p>1. Be aware of the impact of changing technologies on young people and adults.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Positive impacts of changing technology for young people and adults which may include: <ul style="list-style-type: none"> a) Easy access to a wealth of knowledge and information b) A means to make new friends c) A platform for self-expression d) Flexibility in terms of work and education e) Supports the creation of global thinkers on issues such as environment or social issues f) Offers sources of stimulation and entertainment via video games, streaming services and social media g) Time saving in terms of everyday activities such as shopping h) Ease of maintaining connection with family and friends • Negative impacts of changing technology for young people and adults which may include: <ul style="list-style-type: none"> a) Exposure to inappropriate content such as explicit images, violence or hate speech b) Spread of misinformation c) Privacy and security issues d) Social isolation due to reduced interpersonal social interactions e) Disrupted sleep f) Heightened attention deficit symptoms g) Promotion of a sedentary lifestyle h) Digital divide
<p>2. Be aware of potential risks when communicating online.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Risks when using online communication which may include:</p> <ul style="list-style-type: none"> a) Cyberbullying and harassment online b) Data privacy breaches - leading to fraud and identity theft c) Constant comparison with others on social media can contribute to feelings of inadequacy, low self-esteem and depression d) Online predators - exploiting children or others who are vulnerable e) Fake news and Misinformation f) Inappropriate content including explicit images of violence or pornography. <p>Consequences:</p> <ul style="list-style-type: none"> a) Emotional / Mental impact b) Social Impact c) Professional Impact d) Legal and Ethical Issues
<p>3. Know good practice guidelines when sharing information online.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Best practice policies and procedures when sharing information online which may include: <ul style="list-style-type: none"> a) Online safety policy that highlights potential risks and sets out clear steps for reporting and responding to concerns or incidents. This may form part of a Child Protection policy where that is relevant

	<ul style="list-style-type: none"> b) User education and awareness of best online safety practices including strong passwords, privacy settings and responsible online behaviour c) Acceptable use policy, containing clear guidelines for users regarding appropriate online behaviour, including restrictions on accessing inappropriate content and sharing personal information d) Data Protection policy clearly outlining how personal data is collected, stored, used and protected. Includes informing users about their rights in terms of their own data.
4. Know how to report online abusive behaviour and sources of support.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definition of abusive behaviour online • Consider a range of online behaviours intended to cause emotional distress, fear or damage to someone's reputation • Abusive online behaviours may include: <ul style="list-style-type: none"> a) Cyberbullying b) Unwanted messages or posts that are offensive, indecent or menacing c) Catfishing where a fake persona is created to deceive someone d) Non-consensual sharing of intimate images e) Doxing where someone's personal information is published without consent f) Grooming • Support Agencies for online abuse may include: <ul style="list-style-type: none"> a) NSPCC b) Victim Support c) CEOP (Child Exploitation Online Protection Command) d) The Cyber Helpline e) Internet Watch Foundation • How to report online abusive behaviour which should include: <ul style="list-style-type: none"> a) Gather evidence by taking screenshots of the abusive messages or posts including date and time stamp b) Block the abuser c) Use the reporting feature on the platform where the abuse has occurred d) If abuse involves children or explicit content report to CEOP or NSPCC e) Contact police if abuse is severe or threatening

Title	Life Stages of Human Development	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE154	
Unit Reference No	T/616/8991	
Unit purpose and aim(s): This unit will enable the learner to know the life stages of human development, possible factors/life events which may have an impact and how these may be managed.		
Learning Outcomes		Assessment Criteria
1. Know different life stages of development.	1.1. Illustrate the six life stages of development. 1.2. Illustrate the key aspects of human growth and development at each life stage to include: a) physical b) intellectual/cognitive c) emotional d) social	
2. Be aware of factors that affect human growth and development.	2.1. Describe at least three factors that may affect human growth and development.	
3. Know how to manage changes caused by life events.	3.1. Identify at least three expected and three unexpected life events. 3.2. Describe at least three strategies which may be used to manage changes caused by life events.	
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

Learning Outcome	Unit Title: Life Stages of Human Development
1. Know different life stages of development	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of lifespan development • Concept of holistic development • The six stages of development across the lifespan which should include: <ol style="list-style-type: none"> a) Infancy (birth-2 years) b) Early and middle childhood (3-9 years) c) Adolescence (9-18 years) d) Early adulthood (19-45 years) e) Middle adulthood (46-65 years) f) Late adulthood (66 and beyond) • Explore key aspects of physical, cognitive, emotional and social growth and development at each life stage which should include: • Infancy: <ol style="list-style-type: none"> a) Rapid physical growth b) Development of basic gross and fine motor skills c) Learning through sensory exploration d) Attachment e) Interactions and referencing - establishing a sense of trust by interactions with primary caregivers • Early and Middle Childhood: <ol style="list-style-type: none"> a) Steady growth and rapid strengthening of muscles and bones b) Refinement of controlled muscle movement c) Speaking and understanding language d) Literacy skills e) Learning about numbers, quantity and space f) Creative expression through play and art g) Learning to interact in socially acceptable ways h) Understanding other people's emotions, emotional interactions and acceptable emotional expression i) Self regulation j) Making and sustaining relationships • Adolescence: <ol style="list-style-type: none"> a) Growth spurt in height and weight b) Onset of puberty with hormonal fluctuations and development of secondary sexual characteristics such as breast development and body hair growth c) Onset of menstruation in females d) Voice changes and development of genitalia in males e) Prefrontal cortex development which matures across the life stage and effects decision making and impulse control f) Ability to think about concepts in an abstract way g) More complex reasoning skills h) Moral reasoning and development of own ethical principles i) Risk taking behaviour j) Exploring self identity k) Increased intensity and fluctuations of emotions l) Increased focus on peer relationships and peer acceptance m) Social competence including communication, conflict resolution and empathy n) Formation of intimate and possibly romantic relationships

	<ul style="list-style-type: none"> • Early Adulthood: <ul style="list-style-type: none"> a) Reaching full height and weight b) Peak in physiological functioning in terms of muscle strength, reaction time, cardiac functioning and reproduction c) Further development of complex thinking and decision-making skills d) Emotional maturity and stability e) Forming close committed relationships f) Career development, exploring career options and pursuing an initial career direction g) Financial independence and financial responsibility • Middle Adulthood: <ul style="list-style-type: none"> a) Visible signs of aging such as wrinkles and greying hair b) Reduced physical stamina c) Peri / Menopause for women d) Increase in crystallized intelligence of accumulated knowledge e) Increased introspection and re-evaluation of life choices f) Potential for sense of midlife crisis g) Focus on maintaining strong relationships with partners, children and parents h) Empty nest syndrome i) Increased involvement in community, social responsibility and leadership roles • Late Adulthood: <ul style="list-style-type: none"> a) Reduced muscle mass, strength and flexibility b) Slower reaction times c) Increased risk of chronic illness such as heart disease, arthritis and cancer d) Potential decline in memory and mental processing speed e) Increased reliance on familiar strategies for doing things day to day f) Focus on finding meaning in life and life review g) Potential for increased wisdom and life satisfaction h) Retirement and transition from work roles i) Increased opportunity for hobbies, travel and friendships j) Loss of peers through bereavement k) Potential for social isolation and loneliness
2. Be aware of factors that affect human growth and development	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Factors that may affect human growth and development which may include: <ul style="list-style-type: none"> a) Genetics b) Nutrition c) Socio economic status d) Physical environment e) Culture f) Emotional relationship with parents and caregivers in infancy and early childhood g) Positive and nurturing relationships within family, at school. work and wider social circle h) Lifestyle choices i) Illness and disease j) Disability k) Access to healthcare l) Education

3. Know how to manage changes caused by life events

Scope

Teaching will cover:

- Concept of life event
- Expected life events which may include:
 - a) Getting married
 - b) First job
 - c) Becoming a parent
 - d) Children leaving home
 - e) Retirement
 - f) Bereavement
- Unexpected life events which may include:
 - a) Sudden illness
 - b) Redundancy
 - c) Relationship breakup
 - d) Winning the lottery
 - e) Unexpected death
 - f) Natural disaster
- Strategies to manage change caused by life events which may include:
 - a) Acceptance and mindfulness
 - b) Actively plan for expected life events
 - c) Acknowledge feelings and emotions about the change experience
 - d) Set realistic expectations and goals for adapting to change
 - e) Create and maintain routine
 - f) Practice self care in terms of nutrition, exercise and sleep
 - g) Develop resilience
 - h) Use available social support networks
 - i) Use professional help and guidance

Title	Skills for Personal Development	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE155	
Unit Reference No	A/616/8992	
Unit purpose and aim(s): This unit will enable the learner to identify and improve own personal development skills.		
Learning Outcomes		Assessment Criteria
1. Be able to develop a personal Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis.	1.1. Create a SWOT analysis.	
2. Be able to identify own goals and objectives for self-improvement.	2.1. Identify at least three short, medium and long-term goals and objectives for self-improvement.	
3. Understand effective time management.	3.1. Define what is meant by time management. 3.2. Illustrate the impact of effective time management.	
4. Understand how to improve confidence and self-esteem.	4.1. Summarise at least three strategies to build confidence and self-esteem.	
5. Know what is meant by the term learning styles.	5.1. Define what is meant by the term learning styles.	
Assessment Guidance		
NOS		
SFJ HA203 Manage personal development and reflect on current practice		
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

Learning Outcome	Unit Title: Skills for Personal Development
1. Be able to develop a personal Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.	Scope Teaching will cover: <ul style="list-style-type: none"> • Definition of personal development and why it is important. • Definition of SWOT analysis. • Comprehensive breakdown of the 4 components of the SWOT analysis framework • Process to use a SWOT analysis for personal development which should include: <ol style="list-style-type: none"> a) Reflection on yourself to honestly assess your abilities, skills, experience and current situation b) Listing specific examples of your strengths, weaknesses, opportunities and threats c) Analyse the above information to consider how your strengths may create new opportunities and what you could do to reduce the impact of your weaknesses and threats on your progress d) Create an action plan of clear goals and achievable steps to improve your personal development
2. Be able to identify own goals and objectives for self-improvement.	Scope Teaching will cover: <ul style="list-style-type: none"> • Definition of goal • Definition of objective • The meaning of short, medium and long-term goals • The use of SMART method for goal setting: <ol style="list-style-type: none"> a) Specific b) Measured c) Achievable d) Relevant / Realistic e) Time bound
3. Understand effective time management.	Scope Teaching will cover: <ul style="list-style-type: none"> • Definition of Time Management • Time Management as a life enhancing skill in areas such as: <ol style="list-style-type: none"> a) Education b) Work and Careers c) Personal projects d) Daily routines e) Financial planning • Key benefits of effective time management which could include: <ol style="list-style-type: none"> a) Improved prioritization of tasks b) Reduced stress c) Enhanced focus and concentration d) Better decision making e) Improved productivity f) Stronger self confidence g) Improved work-life balance

<p>4. Understand how to improve confidence and self esteem.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definitions of Self Confidence and Self-esteem • Strategies to build a positive sense of self which could include: <ul style="list-style-type: none"> a) Practice Self-compassion b) Acknowledge strengths and positive attributes c) Set realistic goals d) Practice self-care in terms of diet, sleep and physical activity e) Pursue hobbies and interests f) Build a support network of positive relationships g) Practice positive self-talk h) Celebrate any small wins
<p>5. Know what is meant by the term learning style.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Definition of the term learning styles • Common learning style preferences which should include: <ul style="list-style-type: none"> a) Visual learners b) Auditory learners c) Kinesthetic learners d) Reading/Writing learners

Title	Understanding Nutrition	
Level	Two	
Credit Value	5	
Guided Learning Hours (GLH)	40	
OCN NI Unit Code	CBE156	
Unit Reference No	F/616/8993	
Unit purpose and aim(s): This unit will enable the learner to understand what is meant by the term nutrition and its importance in contributing to a healthy diet.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by the term nutrition and its importance in contributing to a healthy diet.	1.1. Describe what is meant by the term nutrition and its importance in contributing to a healthy diet.	
2. Be aware of different types of nutrients which contribute to a balanced diet.	2.1. Describe the essential nutrients required for a balanced diet and where they are found. 2.2. Illustrate the function of each nutrient and their importance within the body.	
3. Be able to create a healthy menu incorporating essential nutrients.	3.1. Compare at least three different meals from a menu identifying associated nutrients. 3.2. Design a healthy menu incorporating essential nutrients which contribute to a balanced diet. 3.3. Demonstrate how to prepare three different dishes which incorporate a range of nutrients. 3.4. Review the meals prepared identifying areas for improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit Title: Understanding Nutrition
1. Understand what is meant by the term nutrition and its importance in contributing to a healthy diet.	Scope Teaching will cover: <ul style="list-style-type: none"> • Definitions of nutrition and diet. • Macronutrients and Micronutrients. • The role and importance of nutrients in a healthy diet: <ol style="list-style-type: none"> a) Provide energy b) Muscle and bone, growth and repair c) Fulfil mineral needs d) Malnutrition and deficiency diseases such as deficiencies in iron, vitamin C, rickets e) Protect against chronic noncommunicable diseases (NCDs) such as heart disease, stroke, diabetes and cancer f) Provide fluids to various parts of the body
2. Be aware of different types of nutrients which contribute to a balanced diet.	Scope Teaching will cover: <ul style="list-style-type: none"> • The essential nutrients for a balanced diet which should include: <ol style="list-style-type: none"> a) Protein b) Carbohydrates c) Fats d) Minerals e) Vitamins f) Water • Food groups and identification of the nutrients each contains. • Eat Well Plate (World Health Organisation) • Key functions of the essential nutrients which should include: <ol style="list-style-type: none"> a) Protein - tissue formation, strong muscle and bones, cell repair, hormone and enzyme production. b) Carbohydrates-energy, structured support for cell formation. c) Fats-stored energy, insulation to vital organs, maintaining body temperature, cell structure and intercellular communication. d) Vitamins – regulation of body processes and body systems. e) Minerals- healthy cell function, healthy body tissue, regulation of body processes. (a) Water-transport of essential nutrients around the body, transports waste products to excrete, body temperature maintenance.
3. Be able to create a healthy menu incorporating essential nutrients.	Scope Teaching will cover: <ul style="list-style-type: none"> • A range of menus and meal options • A range of meal choices and their nutritional value. Consider: <ol style="list-style-type: none"> a) Home made meal b) Fast food and take away c) Ready meals • A balanced meal • Eat Well Plate

- | | |
|--|---|
| | <ul style="list-style-type: none">• Meal planning, including:<ul style="list-style-type: none">a) varietyb) quantityc) nutritional valued) energy value• Meal Preparation, including safe food practices. |
|--|---|

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

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

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

11.5 Standardisation

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

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

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

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

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

12. Administration

12.1 Registration

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

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

12.2 Certification

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

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

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

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5 Retention of Evidence

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

OCN NI Level 2 Certificate in Healthy Living
Qualification number: 603/2982/8

OCN NI Level 2 Diploma in Healthy Living
Qualification number: 603/2983/X

Operational start date: 01 March 2018
Operational end date: 31 December 2030
Certification end date: 31 December 2032

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Apply	To effectively utilize information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Classify	To arrange or organise items, information, or concepts into categories or groups based on shared characteristics or criteria.	The learner will be expected to sort things in a systematic way to better understand their relationships and distinctions. This logistical process will help make information more manageable and easier to analyse or retrieve.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyzes the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.
Complete	To finish a task fully and accurately, producing items or achieving understanding as required by the task objectives.	The learner will be expected to comprehend the task's objectives and what is required to achieve them. This involves understanding the desired outcomes and the criteria for successful completion. The learner follows all necessary steps or procedures accurately and systematically. This involves adhering to instructions, using

		appropriate methods, and ensuring each step is completed correctly. The learner pays close attention to details throughout the task. This involves being meticulous in performing each part of the task to ensure nothing is overlooked or done incorrectly. The learner produces high-quality items or achieves a thorough understanding as a result of completing the task. This involves meeting or exceeding the required standards and specifications.
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.
Define	Description of what a term means and its application i.e. to specify meaning.	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Design	To create a detailed plan or blueprint for an item or process, incorporating functional, aesthetic, and	The learner will be expected to conduct thorough research and analysis to understand the requirements, constraints, and objectives of the design. This involves gathering relevant information, identifying

	practical considerations to meet specific objectives.	needs, and defining the problem to be solved. The learner generates ideas and concepts for the design. This involves brainstorming, sketching, and exploring various approaches to meet the design objectives. The learner creates a detailed plan and specifications for the design. The learner develops prototypes or models to test and refine the design. This involves creating preliminary versions of the item or process to evaluate its functionality, feasibility, and aesthetics. The learner finalises the design, ensuring that it meets all requirements and objectives.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution.	<p>The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. The learner conducts thorough research and analysis to inform the development process. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. This includes outlining the structure, components, and steps required to bring the concept to fruition. The learner implements the design by constructing the item, executing the process, or coding the algorithm. This involves practical application of skills and knowledge to develop a functional solution. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. This involves identifying and addressing any issues or deficiencies.</p> <p>The learner refines and optimizes the developed solution based on feedback and test results. This involves making improvements to enhance performance, efficiency, and effectiveness. The learner documents the development process, including the initial concept,</p>

		research, design, implementation, testing, and refinements. This ensures clarity and traceability.
Explain	Make clear a given subject matter and / or give reasons for the procedure in a given situation or regarding a given subject matter. Set out purposes or reasons to rationalise a response or action.	The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for its importance and / or significance. The learner will be expected to demonstrate a detailed comprehension of the subject matter.
Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the

		understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Research	To systematically investigate and study materials and sources in order to establish facts and reach new conclusions.	The learner will be expected to conduct a structured and methodical approach to defining objectives, gathering data from various sources, systematically investigating and analysing that data, establishing facts, and reaching new conclusions that can inform decision-making and program development.
Review	To critically evaluate or examine. Carry out analysis of activity and / or information produced, identifying and making changes to improve the activity or information produced.	The learner will be expected to demonstrate their ability to critically engage with material through thorough evaluation or examination using the key steps of understanding, analysis, summarizing and feedback. This may be in various contexts, like academics, work, or even day-to-day tasks.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.

Use	To employ something for a particular purpose; operate a system or process.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
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