



Qualification Specification for:

- 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

Qualification Regulation Information

OCN NI Level 2 Certificate in Healthy Living

Qualification Number: 603/2982/8

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

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

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

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

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Foreword

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

- **OCN NI Level 2 Certificate in Healthy Living**
- **OCN NI Level 2 Diploma in Healthy Living**

This specification sets out:

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

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

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

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About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

Qualification Summary

The OCN NI qualifications in Healthy Living are designed 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.

Sector Subject Area

14.1 Foundations for learning and life

Qualification Target Group

The 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.

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.

Progression Opportunities

The OCN NI Level 2 Certificate will allow learners to progress to the Level 2 Diploma. The Level 2 Certificate and Diploma will allow learners progression to further level 3 qualifications in Health and Social Care.

NI Entitlement Framework

The Department of Education sets out the minimum number and range of courses a school should offer at Key Stage 4 and Post-16. The Entitlement Framework (EF) is the Post-14 curriculum which puts the needs of pupils first. It aims to provide access for pupils to a broad and balanced curriculum to enable them to reach their full potential no matter which school they attend or where they live.

The Entitlement Framework is designed to ensure equity and access to educational opportunities for all learners and enables schools to offer a broad and balanced, economically relevant curriculum to meet the needs and aspirations of all pupils. It will guarantee that all pupils have access to a minimum number of courses at Key Stage 4 and Post-16, of which at least one third must be general and one third applied.

The OCN NI Level 2 Certificate in Healthy Living has been approved by the Department of Education and added to the NIEFQAN file.

For further information visit: <https://www.education-ni.gov.uk/articles/qualifications>

Grading

Grading for these qualifications is pass/fail.

Qualification Support

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

Delivery Languages

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

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

Tutors delivering the qualifications should be occupationally competent at a higher level than the qualification and have a minimum of one year's relevant experience in the area of healthy living.

Assessors

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

Assessors must:

- be occupationally competent at a higher level than the qualification
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

Internal Verification

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

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

Internal Verifiers must:

- have direct or related relevant experience in assessment and verification
- attend OCN NI's internal verifier training in order to be approved by OCN NI
- support tutors and assessors through centre standardisation meetings held within the centre at appropriate points in the year and records maintained for the external verifier
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

Structure and Content

OCN NI Level 2 Certificate in Healthy Living

Learners must achieve a minimum of 15 credits. These credits can be taken from any of the units.

Total Qualification Time (TQT) for this qualification: 150 hours
 Guided Learning Hours (GLH) for this qualification: 120 hours

OCN NI Level 2 Diploma in Healthy Living

Learners must achieve a minimum of 37 credits. These credits can be taken from any of the units.

Total Qualification Time (TQT) for this qualification: 370 hours
 Guided Learning Hours (GLH) for this qualification: 296 hours

| 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 |

Units

| | | |
|--|---|--|
| 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 |

| 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 | | |
| 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 |

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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 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the term mental health, identify treatments for mental health conditions and associated management techniques. | | |
| Learning Outcomes | | Assessment Criteria |
| 1. Understand what is meant by the term mental health. | 1.1. Describe what is meant by the term mental health. 1.2. Describe the symptoms of 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 | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |

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|---|--|--|
| 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 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of stress and identify appropriate stress management techniques. | | |
| 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 | | |
| 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 |

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|--|--|--|
| 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 | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |

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|---|---|--|
| 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 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise different eating disorders, understand the connection between food and feelings and identify where to seek help and support. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Recognise different eating disorders. | 1.1. 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 |

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|--|---|--|
| 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 | |
| <i>Unit purpose and aim(s):</i> 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 | | |
| 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 |

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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 | |
| <i>Unit purpose and aim(s):</i> 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 | | |
| 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 |

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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 | |
| <i>Unit purpose and aim(s):</i> 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 |

| | | |
|---|---|--|
| 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 | | |
| 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 |

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|---|---|--|
| Title | Health Promotion | |
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBE151 | |
| Unit Reference No | T/616/8988 | |
| <i>Unit purpose and aim(s):</i> 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 | | |
| 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 |

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|--|---|--|
| 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 |

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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 | | |
| 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 |

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|---|--|--|
| 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 | |
| <i>Unit purpose and aim(s):</i> 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 |

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|--|---|--|
| 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 | |
| <i>Unit purpose and aim(s):</i> 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 | | |
| 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 |

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|---|---|--|
| Title | Understanding Nutrition | |
| Level | Two | |
| Credit Value | 5 | |
| Guided Learning Hours (GLH) | 40 | |
| OCN NI Unit Code | CBE156 | |
| Unit Reference No | F/616/8993 | |
| <i>Unit purpose and aim(s):</i> 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 |

Quality Assurance of Centre Performance

External Verification

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

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

Standardisation

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

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

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

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

Administration

Registration

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

Certification

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

Charges

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

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for this qualification.

For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

Retention of Evidence

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

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

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

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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