



# Qualification Specification:

**OCN NI Level 3 Award in Employability and Professional Development Skills**

- **Qualification No: 603/4355/2**

**OCN NI Level 3 Certificate in Employability and Professional Development Skills**

- **Qualification No: 603/4356/4**

**OCN NI Level 3 Diploma in Employability and Professional Development Skills**

- **Qualification No: 603/4357/6**



## 1. Specification Updates

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Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Teaching scopes added	v2.0

## 2. Contents

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### 3. Introduction to Open College Network Northern Ireland (OCN NI)

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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](http://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](http://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

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This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 3 Award, Certificate and Diploma in Employability and Professional Development Skills**.

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 3 Award, Certificate and Diploma in Employability and Professional Development Skills.

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

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at [www.ocnni.org.uk](http://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](http://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

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### 5.1 Qualification Regulation Information

OCN NI Level 3 Award in Employability and Professional Development Skills

Qualification Number: 603/4355/2

OCN NI Level 3 Certificate in Employability and Professional Development Skills

Qualification Number: 603/4356/4

OCN NI Level 3 Diploma in Employability and Professional Development Skills

Qualification Number: 603/4357/6

Operational start date: 15 April 2019

Review date: 30 June 2029

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](http://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:

#### 14.2 Preparation for work

### 5.3 Grading

Grading for these qualifications is pass/fail.



## 5.4 UCAS Tariff

The OCN NI Level 3 Award in Employability and Professional Development Skills qualification is recognised by UCAS, with 8 points allocated.

The OCN NI Level 3 Certificate in Employability and Professional Development Skills qualification is recognised by UCAS, with 16 points allocated.

The OCN NI Level 3 Diploma in Employability and Professional Development Skills qualification is recognised by UCAS, with 32 points allocated. The allocation to the Diploma is comparable to a Grade C at A Level.

## 5.5 Qualifications' Aim and Objectives

### Qualifications' Aim

These qualifications have been designed to provide learners with a range of employability and professional development skills, which promote self-confidence, self-esteem and motivation.

### Qualifications' Objectives

The objectives of the qualifications are to assist learners in acquiring the skills, attributes, behaviours and values that are needed to enter and succeed in the world of work.

The qualifications provide flexibility and choice in the delivery of units providing learners with the opportunity to gain skills and knowledge in the areas most relevant to them.

## 5.6 Target Learners

These qualifications are targeted at individuals who are:

- in full-time or part-time education and/or training
- entering or seeking employment
- already in employment and wish to improve their employability and professional development skills

## 5.7 Entry Requirements

There are no formal entry requirements although learners should be at least 16 years of age.

## 5.8 Progression

The OCN NI Level 3 Award, Certificate and Diploma in Employability and Professional Development Skills allows for progression within the suite and to further learning in this area and/or into employment.



## 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.

## 5.10 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.

## 6. Centre Requirements for Delivering these Qualifications

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### 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
- Quality Assurer

\*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 should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

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

## 6.5 Assessor Requirements

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

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

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

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

## 6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained 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:** Internal Quality Assurers 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 verifying. 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 3 Award, Certificate and Diploma in Employability and Professional Development Skills are designed to equip learners with advanced skills, knowledge, and personal attributes essential for success in the workplace and career progression. Learners will also:

- enhance their employability by developing higher-level workplace competencies
- promote own personal growth through improved self-confidence, motivation, and professional behaviour

### 7.2 Qualification Level

In the context of the OCN NI Level 3 Award, Certificate and Diploma in Employability and Professional Development Skills 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 3, which signify a higher 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 3 Award in Employability and Professional Development Skills	
Total Qualification Time (TQT):	80 hours
Total Credits Required:	8 credits
Guided Learning Hours (GLH):	56 hours
OCN NI Level 3 Certificate in Employability and Professional Development Skills	
Total Qualification Time (TQT):	260 hours
Total Credits Required:	26 credits
Guided Learning Hours (GLH):	182 hours

### OCN NI Level 3 Diploma in Employability and Professional Development Skills

Total Qualification Time (TQT):	520 hours
Total Credits Required:	52 credits
Guided Learning Hours (GLH):	364 hours

## 7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 3 Award in Employability and Professional Development Skills** learners must complete a minimum of 8 credits from the optional units.

To achieve the **OCN NI Level 3 Certificate in Employability and Professional Development Skills** learners must complete a minimum of 26 credits from the optional units.

To achieve the **OCN NI Level 3 Diploma in Employability and Professional Development Skills** learners must complete a minimum of 52 credits from the optional units.

## 8. Assessment Structure

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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 an 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, quality assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 3.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.



## 9. Qualification Summary by Unit

### OCN NI Level 3 Award in Employability and Professional Development Skills

Total Qualification Time (TQT) for this qualification: 80 hours

Guided Learning Hours (GLH) for this qualification: 56 hours

In order to achieve this qualification, the learner must successfully complete 8 credits from any of the units.

### OCN NI Level 3 Certificate in Employability and Professional Development Skills

Total Qualification Time (TQT) for this qualification: 260 hours

Guided Learning Hours (GLH) for this qualification: 182 hours

In order to achieve this qualification, the learner must successfully complete 26 credits from the optional units.

### OCN NI Level 3 Diploma in Employability and Professional Development Skills

Total Qualification Time (TQT) for this qualification: 520 hours

Guided Learning Hours (GLH) for this qualification: 364 hours

In order to achieve this qualification, the learner must successfully complete 52 credits from the optional units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<a href="#">L/617/5445</a>	CBE429	Anti-Bullying Awareness	3	21	Three
<a href="#">H/650/1387</a>	CBF682	Application and Interview Processes	6	42	Three
<a href="#">H/617/5449</a>	CBE430	Developing a Personal Statement	2	14	Three
<a href="#">Y/617/5450</a>	CBE431	Developing Effective Time Management Skills	2	14	Three
<a href="#">D/617/5451</a>	CBE432	Food Nutrition and Healthy Eating	3	21	Three
<a href="#">H/617/5452</a>	CBE433	Health and Safety Procedures in the Workplace	2	14	Three
<a href="#">K/617/5453</a>	CBE434	Improving Presentation Skills	3	21	Three
<a href="#">M/617/5454</a>	CBE435	Innovation and Enterprise	6	42	Three
<a href="#">T/617/5455</a>	CBE436	Managing a Project	2	14	Three
<a href="#">A/617/5456</a>	CBE437	Mental Health, Well-being and Building Resilience	3	21	Three
<a href="#">F/617/5457</a>	CBE438	Online Safety	3	21	Three

<a href="#">J/617/5458</a>	CBE439	Participating in a Faith-Based Enrichment Activity	3	21	Three
<a href="#">L/617/5459</a>	CBE440	Personal Action Planning and Self Evaluation	3	21	Three
<a href="#">F/617/5460</a>	CBE441	Personal Career Portfolio	4	28	Three
<a href="#">J/617/5461</a>	CBE442	Personal Study Skills	6	42	Three
<a href="#">L/617/5462</a>	CBE443	Report Writing	2	14	Three
<a href="#">R/617/5463</a>	CBE444	Research Skills	3	21	Three
<a href="#">J/650/1388</a>	CBF683	Road Safety and the Highway Code	6	42	Three
<a href="#">Y/617/5464</a>	CBE445	Stress and Stress Management Techniques	3	21	Three
<a href="#">D/617/5465</a>	CBE446	Substance Awareness	4	28	Three
<a href="#">H/617/5466</a>	CBE447	Take Part in Community Volunteering	6	42	Three
<a href="#">K/617/5467</a>	CBE448	Team Leading Skills	3	21	Three
<a href="#">M/617/5468</a>	CBE449	Teamwork and Collaboration Skills	2	14	Three
<a href="#">T/617/5469</a>	CBE450	Understanding Child Protection	4	28	Three
<a href="#">K/650/1389</a>	CBF684	Understanding Coercive and Controlling Behaviour	4	28	Three
<a href="#">R/650/1390</a>	CBF685	Understanding Consent Within Relationships	3	21	Three
<a href="#">K/617/5470</a>	CBE451	Understanding Job Market Trends	4	28	Three
<a href="#">M/617/5471</a>	CBE452	Using Social Media in Business	4	28	Three
<a href="#">T/617/5472</a>	CBE453	Work Experience Placement	6	42	Three
<a href="#">D/650/2609</a>	CBF814	Design Thinking	6	42	Three

## 10. Unit Content

Title	Anti-Bullying Awareness	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE429	
Unit Reference No	L/617/5445	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the different forms bullying can take and how it may be addressed.		
Learning Outcomes		Assessment Criteria
1. Understand the term bullying.	1.1. Explain what is meant by the term bullying.	
2. Understand the different forms bullying may take and the possible impact.	2.1. Critically compare at least three different forms of bullying and the possible impact on: a) the bullier b) the bullied 2.2. Analyse factors which may influence why an individual may demonstrate bullying behaviour.	
3. Know how bullying behaviours may be addressed.	3.1. Critically evaluate at least three ways that bullying behaviours may be addressed. 3.2. Evaluate how own school / organisation addresses bullying and recommend any areas for improvement. 3.3. Summarise services that may provide support on bullying.	
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: Anti- Bullying Awareness
1. Understand the terms bullying.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Definitions on Bullying and Victims</li> <li>• Explain the different types of Bullying:               <ul style="list-style-type: none"> <li>○ Physical</li> <li>○ Social</li> <li>○ Cyber</li> <li>○ Workplace</li> <li>○ Racial</li> <li>○ Verbal</li> </ul> </li> <li>• Explain the common Signs and Symptoms That a Person is Being Bullied including:               <ul style="list-style-type: none"> <li>○ Anxiety</li> <li>○ Fear</li> <li>○ Depression</li> <li>○ Unexplained injuries</li> <li>○ Frequent illness</li> <li>○ Disturbed sleep</li> <li>○ Avoiding social interactions</li> <li>○ Changes in behaviour at school/college/work</li> <li>○ Changes in eating habits</li> </ul> </li> </ul>
2. Understand the different forms bullying may take and the possible impact.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Types of bullying:               <ul style="list-style-type: none"> <li>○ Physical assault</li> <li>○ Social bullying</li> <li>○ Threatening behaviour</li> <li>○ Racial bullying</li> <li>○ Cyberbullying</li> </ul> </li> <li>• The impact of bullying on the bullier and the bullied including:               <ul style="list-style-type: none"> <li>○ Physical</li> <li>○ Mental</li> <li>○ Emotional</li> </ul> </li> <li>• Factors which may influence why individuals may bully including:               <ul style="list-style-type: none"> <li>○ Personal factors                   <ul style="list-style-type: none"> <li>▪ Low self esteem</li> <li>▪ Past experiences</li> <li>▪ Mental health issues</li> </ul> </li> <li>○ Family dynamics                   <ul style="list-style-type: none"> <li>▪ Parenting style</li> <li>▪ Domestic violence</li> <li>▪ Lack of supervision</li> </ul> </li> <li>○ Social and environmental factors                   <ul style="list-style-type: none"> <li>▪ Peer Influence</li> <li>▪ School environment</li> <li>▪ Socio economic background</li> </ul> </li> <li>○ Cultural and societal factors                   <ul style="list-style-type: none"> <li>▪ Media influence</li> <li>▪ Cultural norms</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Discrimination</li> <li>• The emotions experienced by a bully when bullying including: <ul style="list-style-type: none"> <li>○ Shame</li> <li>○ Excitement</li> <li>○ Thrill of power/domination of victim</li> <li>○ Aggression</li> <li>○ Inadequacy</li> <li>○ Trouble regulating emotions</li> <li>○ Recklessness</li> <li>○ Antisocial behaviour</li> </ul> </li> <li>• The Psychological and Social Impact of Bullying on Victims: <ul style="list-style-type: none"> <li>○ Psychological impact <ul style="list-style-type: none"> <li>▪ Mental health issues</li> <li>▪ Low self esteem</li> <li>▪ Post traumatic stress disorder (PTSD)</li> <li>▪ Suicidal thoughts</li> </ul> </li> <li>○ Social impact <ul style="list-style-type: none"> <li>▪ Withdrawal from society</li> <li>▪ Relationship difficulties</li> <li>▪ Trust issues</li> </ul> </li> </ul> </li> </ul>
3. Know how bullying behaviours may be addressed.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Interventions /strategies to raise awareness that can be put in place to address bullying including: <ul style="list-style-type: none"> <li>○ School-wide policies and classroom procedures such as positive behavioural interventions and supports (PBIS)</li> <li>○ Consequences for aggressive behaviour and rewards for inclusive behaviour</li> <li>○ Strategies to recognise and reward positive behaviour</li> <li>○ Assemblies to remind children of issues around bullying</li> <li>○ Document and record incidents of bullying</li> <li>○ Social and emotional learning programmes (SEL)</li> <li>○ Peer support programmes</li> <li>○ Training in the workplace</li> <li>○ Organisational policies</li> </ul> </li> <li>• Evaluate bullying policy and content including: <ul style="list-style-type: none"> <li>○ Definition of bullying</li> <li>○ Reporting procedures</li> <li>○ Investigation process</li> <li>○ Consequences and interventions</li> </ul> </li> <li>• Assess implementation and awareness <ul style="list-style-type: none"> <li>○ Staff training</li> <li>○ Student education</li> <li>○ Parental involvement</li> </ul> </li> <li>• Gather feedback <ul style="list-style-type: none"> <li>○ Surveys and assessments</li> <li>○ Focus groups</li> </ul> </li> <li>• Services and support for victims of bullying including: <ul style="list-style-type: none"> <li>○ <a href="http://www.schoolsafety.gov">www.schoolsafety.gov</a></li> <li>○ <a href="http://www.stopbullying.gov">www.stopbullying.gov</a></li> <li>○ <b>National Association of People Against Bullying (NAPAB)</b></li> <li>○ <b>Anti-bullying alliance</b></li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>○ Crisis text line</li><li>○ Support groups and therapy</li></ul> |
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Title	Application and Interview Processes
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF682
Unit Reference No	H/650/1387
Learn Direct Code	HB1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different application and interview processes. The learner will also be required to take part in an interview and evaluate their own performance.	
Learning Outcomes	Assessment Criteria
1. Understand the application and interview selection process.	1.1. Summarise different application processes. 1.2. Summarise the purpose of the following documents within an application pack: a) job description b) person specification c) application form 1.3. Explain how a candidate can use both a job description and person specification to enhance own application form. 1.4. Explain the interview selection process for different jobs, training programmes or courses following the completion of an application form. 1.5. Explain how interview candidates may be assessed during interviews.
2. Be able to complete an application form.	2.1. Complete an application form accurately in relation to your academic and/or professional development. 2.2. Evaluate your application form completed in AC 2.1 identifying areas for improvement.
3. Understand how to prepare for different types of interviews.	3.1. Summarise different types of interviews. 3.2. Summarise why it is important to create a positive first impression at an interview and how this may be achieved. 3.3. Describe how to prepare effectively for different types of interviews. 3.4. Summarise how you would respond to at least four common interview questions.
4. Be able to prepare and take part in an interview.	4.1. Prepare for an interview including a short presentation on a given subject 4.2. Present and conduct self appropriately in an interview using the following: a) Verbal and non-verbal communication b) presentation skills c) technologies 4.3. Evaluate own performance of interview carried out in AC4.2 and develop a plan 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	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
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	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>

Learning Outcome	Unit Title: Application and Interview Processes
1. Understand the application and interview selection process.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Recruitment processes including:               <ul style="list-style-type: none"> <li>○ Job advertisement</li> <li>○ Job description</li> <li>○ Job specification</li> <li>○ CV</li> <li>○ Application form</li> <li>○ Cover letter</li> <li>○ Online recruitment</li> <li>○ Online assessment</li> <li>○ Competency based assessments</li> <li>○ Recruitment agencies</li> </ul> </li> <li>• Purpose of the documents in an application pack including:               <ul style="list-style-type: none"> <li>○ Job description                   <ul style="list-style-type: none"> <li>▪ Job role</li> <li>▪ Duties and responsibilities</li> </ul> </li> <li>○ Person specification                   <ul style="list-style-type: none"> <li>▪ Essential and desirable criteria</li> <li>▪ Qualifications</li> <li>▪ Skills</li> <li>▪ Experience</li> </ul> </li> <li>○ Application Form                   <ul style="list-style-type: none"> <li>▪ Personal contact information</li> <li>▪ Education</li> <li>▪ Employment history</li> <li>▪ Demonstration of meeting the criteria</li> <li>▪ References</li> </ul> </li> </ul> </li> <li>• Explain how the job description and person specification can enhance application including:               <ul style="list-style-type: none"> <li>○ Tailor application to match roles and responsibilities</li> <li>○ Highlight relevant experience</li> <li>○ Use key words and phrases</li> <li>○ Apply structure to your application</li> <li>○ Provide evidence of skills and experience</li> </ul> </li> <li>• Interview selection processes including:               <ul style="list-style-type: none"> <li>○ Initial screening</li> <li>○ First round interview</li> <li>○ Assessments</li> <li>○ Second round interviews (where applicable)</li> <li>○ Group interviews</li> <li>○ Decision and offer</li> <li>○ Reference checks</li> </ul> </li> <li>• Assessment processes during interview including:               <ul style="list-style-type: none"> <li>○ Structured interviews</li> <li>○ Behavioural interviews</li> <li>○ Assessments</li> <li>○ Role play scenarios</li> <li>○ Psychometric testing</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Personality tests</li> <li>○ Presentations</li> <li>○ Panel/group interviews</li> </ul>
2. Be able to complete an application form.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Complete an application form and evaluate the information including: <ul style="list-style-type: none"> <li>○ Personal information</li> <li>○ Educational background</li> <li>○ Employment history</li> <li>○ Skills and experience</li> <li>○ Qualifications</li> <li>○ Personal statement/cover letter</li> <li>○ Member of professional bodies</li> <li>○ References</li> </ul> </li> <li>• Identify areas for improvement including: <ul style="list-style-type: none"> <li>○ Highlight relevant experience</li> <li>○ Quantify achievements</li> <li>○ Identify relevant responsibilities</li> <li>○ Present information professionally</li> <li>○ Professional personal statement</li> </ul> </li> </ul>
3. Understand how to prepare for different types of interviews.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Types of interviews including: <ul style="list-style-type: none"> <li>○ Behavioural</li> <li>○ Situational</li> <li>○ Panel</li> <li>○ Group</li> <li>○ Technical</li> <li>○ Phone/video/Online</li> <li>○ Pre-recorded videos</li> <li>○ Assessment centres</li> </ul> </li> <li>• Importance of achieving 1<sup>st</sup> impressions including: <ul style="list-style-type: none"> <li>○ Setting the tone</li> <li>○ Building rapport</li> <li>○ Demonstrating professionalism</li> <li>○ Highlighting confidence</li> <li>○ Influence perception</li> <li>○ Demonstrates preparation</li> <li>○ Competitive edge</li> </ul> </li> <li>• How to achieve a good 1<sup>st</sup> impression including: <ul style="list-style-type: none"> <li>○ Prepare thoroughly</li> <li>○ Dress appropriately</li> <li>○ Arrive on time</li> <li>○ Bring any necessary paperwork/documents/certificates</li> <li>○ Positive body language</li> <li>○ Be polite and courteous</li> <li>○ Good communications skills</li> <li>○ Show enthusiasm</li> <li>○ Knowledge of the organisation</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• How to prepare for interviews including: <ul style="list-style-type: none"> <li>○ Research the company</li> <li>○ Understand the role</li> <li>○ Prepare your answers</li> <li>○ Prepare questions to ask at the end</li> <li>○ Review CV/Application form</li> <li>○ Practice/rehearse answers</li> <li>○ Plan journey time if face to face</li> <li>○ Prepare an outfit</li> <li>○ Gather original certificates/paperwork/documents</li> <li>○ Be well rested</li> </ul> </li> <li>• Responses to common interview questions including: <ul style="list-style-type: none"> <li>○ Strengths/weaknesses</li> <li>○ Tell us about yourself</li> <li>○ Why do you want to work for our organisation</li> <li>○ STAR – Situational scenarios</li> <li>○ Response to challenging situations</li> <li>○ Linking experience to applied job</li> <li>○ What you can bring to the role</li> </ul> </li> </ul>
4. Be able to prepare and take part in an interview.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Preparing for an interview and presentation using the information in AC 3.3</li> <li>• Conducting self appropriately during an interview including: <ul style="list-style-type: none"> <li>○ Body language</li> <li>○ Listening skills</li> <li>○ Communication skills - Verbal/nonverbal</li> <li>○ Presentation skills</li> <li>○ Interpersonal skills</li> <li>○ Time management</li> <li>○ Technical abilities where relevant</li> </ul> </li> <li>• Evaluation of own performance and plan for improvement including: <ul style="list-style-type: none"> <li>○ Assess responses to questions</li> <li>○ Body language</li> <li>○ Communication skills</li> <li>○ Engagement and feedback</li> <li>○ Develop areas for improvement</li> <li>○ Set SMART goals</li> <li>○ Do a Mock interview</li> <li>○ Practice answers</li> <li>○ Practice presentation skills</li> </ul> </li> </ul>	

Title	Developing a Personal Statement	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBE430	
Unit Reference No	H/617/5449	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop skills in writing a personal statement for a job role, further or higher education course.		
Learning Outcomes		Assessment Criteria
1. Be able to prepare and write a personal statement.		1.1. Research possible opportunities available in chosen job role, further or higher education course. 1.2. Explain the purpose and key elements of a personal statement. 1.3. Summarise the key requirements to be included in own personal statement on selection of a job role, further or higher education course. 1.4. Produce a personal statement including own skills, educational experience and strengths in relation to chosen job role, further or higher education course.
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: Developing a Personal Statement
1. Be able to prepare and write a personal statement.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Possible job opportunities available in chosen job role, further or higher education course.</li> <li>• The purpose and key elements of a personal statement including:               <ul style="list-style-type: none"> <li>○ Purpose                   <ul style="list-style-type: none"> <li>▪ Opportunity to present personal information outside of education/employment history</li> <li>▪ Showcase achievements and accomplishments</li> <li>▪ Demonstrate suitability for position or course</li> <li>▪ Relevant Skills and experience</li> </ul> </li> <li>○ Key elements                   <ul style="list-style-type: none"> <li>▪ Reasons for applying for job/choosing course</li> <li>▪ Justify passion for subject or organisation</li> <li>▪ Relevant education</li> <li>▪ Relevant employment history</li> <li>▪ Skills and experience</li> <li>▪ Achievements and experiences</li> </ul> </li> </ul> </li> <li>• Summarise the key requirements to be included in own personal statement on selection of a job role, further or higher education course using information from AC 1.2.               <ul style="list-style-type: none"> <li>○ For a Job role                   <ul style="list-style-type: none"> <li>▪ Professional Tone</li> <li>▪ Relevant skills and experience</li> <li>▪ Specific examples</li> <li>▪ Tailored content</li> <li>▪ Conciseness</li> </ul> </li> <li>○ For a Higher Education Course                   <ul style="list-style-type: none"> <li>▪ Academic Achievements</li> <li>▪ Motivation and Passion</li> <li>▪ Relevant experience</li> <li>▪ Future goals</li> <li>▪ Hobbies/interests</li> </ul> </li> </ul> </li> <li>• Produce a personal statement including own skills, educational experience and strengths in relation to chosen job role, further or higher education course using information from AC 1.2. including:               <ul style="list-style-type: none"> <li>○ Skills and strengths:                   <ul style="list-style-type: none"> <li>▪ Analytical skills</li> <li>▪ Communication</li> <li>▪ Leadership</li> <li>▪ Technical Proficiency</li> </ul> </li> <li>○ Educational experience</li> <li>○ Motivation and future goals</li> </ul> </li> </ul>

Title	Developing Effective Time Management Skills	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBE431	
Unit Reference No	Y/617/5450	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of time management and techniques for improving own time management.		
Learning Outcomes		Assessment Criteria
1. Understand good time management and how it may be implemented.	1.1. Explain the benefits of good time management and practices. 1.2. Evaluate techniques and tools which may promote good time management.	
2. Be able to use techniques and tools to plan own use of time.	2.1. Evaluate how own use of time may be improved. 2.2. Develop and implement own time management plan for a given period.	
3. Know how to improve own time management.	3.1. Review the implementation of own time management plan. 3.2. Produce an action plan to identify how own time management may be improved.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary



Learning Outcome	Unit Title: Developing Effective Time Management Skills
1. Understand good time management and how it may be implemented.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The benefits of good time management and practices including:               <ul style="list-style-type: none"> <li>○ Increased productivity                   <ul style="list-style-type: none"> <li>▪ Prioritising tasks</li> <li>▪ More efficient and streamlined work approach</li> </ul> </li> <li>○ Reduced stress                   <ul style="list-style-type: none"> <li>▪ Being organised</li> <li>▪ Work/life balance</li> </ul> </li> <li>○ Better decision making                   <ul style="list-style-type: none"> <li>▪ Clear thinking</li> <li>▪ More focus based</li> </ul> </li> <li>○ Professional reputation                   <ul style="list-style-type: none"> <li>▪ Reliability amongst colleagues/workplace/educational setting</li> <li>▪ Possible opportunities</li> </ul> </li> <li>○ Personal growth                   <ul style="list-style-type: none"> <li>▪ Skill development</li> <li>▪ Self-discipline and accountability</li> </ul> </li> <li>○ Improved health                   <ul style="list-style-type: none"> <li>▪ Balanced workload promotes positive mental health and well being</li> <li>▪ More time to exercise improves overall physical health</li> </ul> </li> </ul> </li> <li>• The techniques and tools which may promote good time management including:               <ul style="list-style-type: none"> <li>○ Techniques                   <ul style="list-style-type: none"> <li>▪ The Pomodoro Technique</li> <li>▪ Eisenhower Matrix</li> <li>▪ Time blocking</li> <li>▪ SMART goals</li> <li>▪ Batch processing</li> </ul> </li> <li>○ Tools                   <ul style="list-style-type: none"> <li>▪ Digital calendars</li> <li>▪ Task management</li> <li>▪ Project management</li> <li>▪ Time tracking Apps</li> <li>▪ Note taking Apps</li> <li>▪ Focus Apps</li> </ul> </li> </ul> </li> </ul>
2. Be able to use techniques and tools to plan own use of time.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• How own use of time may be improved including:               <ul style="list-style-type: none"> <li>○ Self-analysis                   <ul style="list-style-type: none"> <li>▪ Identify priorities</li> <li>▪ Monitor time spent on tasks</li> <li>▪ Identify triggers for distraction or procrastination enabling</li> </ul> </li> <li>○ Set short- and long-term goals – using SMART</li> <li>○ Prioritise task using techniques identified in AC 1.2</li> <li>○ Manage time using techniques identified in AC 1.2</li> <li>○ Identify best tools for personal use</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Review, reflect and adjust accordingly</li> <li>• Develop and implement own time management plan for a given period using the techniques and tools identified in AC 1.2 including: <ul style="list-style-type: none"> <li>○ Identify your goals</li> <li>○ Set out your tasks</li> <li>○ Prioritise the tasks</li> <li>○ Develop a schedule</li> <li>○ Use organisational tools</li> <li>○ Implement the plan</li> <li>○ Review and reflect</li> </ul> </li> </ul>
3. Know how to improve own time management.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Review the implementation of own time management plan including: <ul style="list-style-type: none"> <li>○ Review tasks/goals achieved</li> <li>○ Review data on time tracking from Apps identified in AC 1.2</li> <li>○ Review success of prioritising tasks</li> <li>○ Review benefits of any tools or techniques used</li> <li>○ Identify anything that distracted from task focus</li> <li>○ Review and reflect</li> <li>○ Adjust plan</li> </ul> </li> <li>• Produce an action plan to identify how own time management may be improved: <ul style="list-style-type: none"> <li>○ Self-assessment</li> <li>○ Set clear goals</li> <li>○ Plan and organise</li> <li>○ Implement Time Management Techniques</li> <li>○ Minimise distractions</li> <li>○ Review and adjust</li> <li>○ Seek feedback and support</li> </ul> </li> </ul>

Title	Food Nutrition and Healthy Eating	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE432	
Unit Reference No	D/617/5451	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to understand food nutrition and the relationship between food and health.		
Learning Outcomes		Assessment Criteria
1. Understand the function of food and the basic principles of digestion and absorption.	1.1. Illustrate the main functions and components of food and their importance in everyday diets. 1.2. Illustrate the basic principles of digestion and absorption.	
2. Understand the relationship between food and health.	2.1. Explain the concept of a balanced diet. 2.2. Assess different types of diets and how these impact on health.	
3. Understand the principles of weight control.	3.1. Summarise the principles of: a) fat weight loss b) lean weight gain c) weight maintenance 3.2. Explain the links between exercise and weight control.	
4. Understand why and how a balanced diet is required to maximise performance.	4.1. Explain why a balanced diet is required to maximise performance. 4.2. Design a balanced diet to maximise performance in a given activity.	
5. Understand how to promote healthy eating.	5.1. Summarise with examples at least three ways to promote healthy eating and evaluate their impact.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Food Nutrition and Healthy Eating
1. Understand the function of food and the basic principles of digestion and absorption.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Main functions and components of food including:               <ul style="list-style-type: none"> <li>○ Macronutrients – carbohydrates, protein, fats</li> <li>○ Micronutrients – vitamins, minerals</li> <li>○ Water</li> <li>○ Fibre</li> </ul> </li> <li>• Importance including:               <ul style="list-style-type: none"> <li>○ Balanced diet</li> <li>○ Energy levels</li> <li>○ Disease prevention</li> <li>○ Mental health</li> <li>○ Growth and development</li> <li>○ Healthy digestive function</li> </ul> </li> <li>• Basic principles of digestion and absorption including:               <ul style="list-style-type: none"> <li>○ Digestion                   <ul style="list-style-type: none"> <li>▪ Mechanical</li> <li>▪ Chemical</li> </ul> </li> <li>○ Absorption                   <ul style="list-style-type: none"> <li>▪ Small intestine</li> <li>▪ Large intestine</li> <li>▪ Nutrient absorption</li> </ul> </li> <li>○ Transport and utilisation                   <ul style="list-style-type: none"> <li>▪ Bloodstream</li> <li>▪ Cellular use</li> </ul> </li> <li>○ Importance of digestion and absorption                   <ul style="list-style-type: none"> <li>▪ Energy production</li> <li>▪ Nutrient supply</li> <li>▪ Waste elimination</li> </ul> </li> </ul> </li> </ul>
2. Understand the relationship between food and health.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The concept of a balanced diet including:               <ul style="list-style-type: none"> <li>○ Macronutrients – carbohydrates, fats and protein</li> <li>○ Micronutrients – vitamins and minerals</li> <li>○ Water</li> <li>○ Fiber</li> </ul> </li> <li>• Proportions in a balanced diet including:               <ul style="list-style-type: none"> <li>○ Fruits and vegetables</li> <li>○ Starchy foods</li> <li>○ Proteins</li> <li>○ Dairy and alternatives</li> <li>○ Fats and sugars</li> </ul> </li> <li>• Different types of diet including:               <ul style="list-style-type: none"> <li>○ Mediterranean</li> <li>○ Keto</li> <li>○ Paleo</li> <li>○ Vegan</li> <li>○ Vegetarian</li> <li>○ Time restricted eating/intermittent fasting</li> <li>○ Low carb</li> <li>○ Atkins</li> </ul> </li> <li>• Health impacts of different diets including:               <ul style="list-style-type: none"> <li>○ Physical health</li> <li>○ Heart health</li> <li>○ Diabetes</li> <li>○ Weight</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Body fat composition</li> <li>○ Mental health</li> </ul>
3. Understand the principles of weight control.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Principles of fat weight loss including:               <ul style="list-style-type: none"> <li>○ Calorie deficit</li> <li>○ Balanced diet</li> <li>○ Regular exercise</li> <li>○ Hydration</li> <li>○ Sleep</li> <li>○ Tracking</li> </ul> </li> <li>• Principles of lean weight gain including:               <ul style="list-style-type: none"> <li>○ Calorie surplus</li> <li>○ Protein intake</li> <li>○ Strength training</li> <li>○ Balanced macronutrients</li> </ul> </li> <li>• Principles of weight maintenance including:               <ul style="list-style-type: none"> <li>○ Balanced diet</li> <li>○ Regular exercise</li> <li>○ Maintenance calories</li> </ul> </li> <li>• Links between exercise and weight control including:               <ul style="list-style-type: none"> <li>○ Calorie burn</li> <li>○ Metabolism boost</li> <li>○ Fat loss</li> <li>○ Muscle maintenance</li> <li>○ Appetite regulation</li> <li>○ Mental health benefits</li> <li>○ Weight maintenance</li> <li>○ Health improvements</li> </ul> </li> </ul>
4. Understand why and how a balanced diet is required to maximise performance.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Why a balanced diet is required to maximise performance including:               <ul style="list-style-type: none"> <li>○ Energy supply</li> <li>○ Muscle maintenance and growth</li> <li>○ Hydration</li> <li>○ Recovery</li> <li>○ Mental performance</li> <li>○ Immune function</li> </ul> </li> <li>• Design a balanced diet including:               <ul style="list-style-type: none"> <li>○ Breakfast</li> <li>○ Lunch</li> <li>○ Dinner</li> <li>○ Snacks</li> <li>○ Hydration</li> <li>○ Meal timing</li> <li>○ Pre/post workout</li> </ul> </li> </ul>
5. Understand how to promote healthy eating.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Ways to promote healthy eating including:               <ul style="list-style-type: none"> <li>○ Education and awareness</li> <li>○ School programmes</li> <li>○ Workplace wellness programmes</li> <li>○ Local/national policy</li> <li>○ Food labelling</li> <li>○ Media and marketing</li> <li>○ Incentive in the workplace or school</li> <li>○ Social media</li> </ul> </li> </ul>

Title	Health and Safety Procedures in the Workplace	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBE433	
Unit Reference No	H/617/5452	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of health and safety procedures in the workplace.		
Learning Outcomes		Assessment Criteria
1. Understand the requirements of health and safety law procedures in the workplace.		1.1. Summarise the importance of health and safety law procedures in the workplace. 1.2. Summarise relevant health and safety legislation for a chosen workplace.
2. Know how to improve health and safety in the workplace.		2.1. Summarise the importance of risk assessment procedures in the workplace. 2.2. Carry out a risk assessment of a chosen workplace activity and implement any recommendations. 2.3. Evaluate how own health and safety practices may be improved.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Health and Safety Procedures in the Workplace
1. Understand the requirements of health and safety law procedures in the workplace.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The importance of health and safety law procedures in the workplace including:               <ul style="list-style-type: none"> <li>○ Employee protection</li> <li>○ Legal compliance</li> <li>○ Efficient running of organisation</li> <li>○ Financial savings</li> <li>○ Reputation and trust</li> <li>○ Staff morale</li> </ul> </li> <li>• Relevant health and safety legislation for a chosen workplace including:               <ul style="list-style-type: none"> <li>○ Health and safety at work act 1974</li> <li>○ Management of health and safety at work regulations 1999</li> <li>○ Workplace regulations 1992</li> <li>○ Personal protective equipment at work regulations 1992</li> <li>○ Control of Substances Hazardous to health regulations 2002</li> <li>○ Reporting of injuries, disease and dangerous occurrences regulations 2013</li> </ul> </li> </ul>
2. Know how to improve health and safety in the workplace.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Summarise the importance of risk assessment procedures in the workplace including:               <ul style="list-style-type: none"> <li>○ Preventing accidents and injuries</li> <li>○ Legal compliance</li> <li>○ Raising awareness</li> <li>○ Protecting health</li> <li>○ Financial benefits</li> <li>○ Improves efficiency</li> </ul> </li> <li>• Carry out risk assessment of a chosen workplace activity and implement any recommendations including:               <ul style="list-style-type: none"> <li>○ Identify hazards</li> <li>○ Identify who could be harmed or injured</li> <li>○ Evaluate the risks and introduce control measures</li> <li>○ Record any incidents</li> <li>○ Review and update records</li> </ul> </li> <li>• Evaluate how own health and safety practices may be improved including:               <ul style="list-style-type: none"> <li>○ Regular training and education</li> <li>○ Carry out self-assessment</li> <li>○ Encourage feedback</li> <li>○ Keep a tidy and organised working environment</li> <li>○ Use Personal Protective Equipment (PPE)</li> <li>○ Encourage a safe working environment</li> <li>○ Keep up to date</li> </ul> </li> </ul>



Title	Improving Presentation Skills	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE434	
Unit Reference No	K/617/5453	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to develop effective presentation skills.		
Learning Outcomes		Assessment Criteria
1. Be aware of the key skills required for effective presentations.		1.1. Evaluate the key skills required for effective presentations.
2. Be able to plan to improve own presentation skills.		2.1. Assess own strengths and weaknesses in presenting information identifying areas for improvement. 2.2. Develop and implement a plan to improve own presentation skills.
3. Be able to present and deliver information on a chosen topic.		3.1. Select prepare and present information on chosen topic taking account of the context and audience. 3.2. Present information in draft form and use feedback to improve presentation skills making appropriate amendments. 3.3. Deliver presentation ensuring the correct use of: a) clear language b) appropriate vocabulary c) structure and sequencing d) tone and pace e) appropriate examples
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Improving Presentation skills
1. Be aware of the key skills required for effective presentations.	<b>Scope</b>  <b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Key skills required for effective presentations including:               <ul style="list-style-type: none"> <li>○ Verbal communication</li> <li>○ Body language</li> <li>○ Voice projection</li> <li>○ Storytelling</li> <li>○ Active listening</li> <li>○ Visual aids</li> <li>○ Practice</li> </ul> </li> </ul>
2. Be able to plan to improve own presentation skills.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Strengths and weaknesses in presenting information including:               <ul style="list-style-type: none"> <li>○ Strengths                   <ul style="list-style-type: none"> <li>▪ Confidence</li> <li>▪ Engagement</li> <li>▪ Use of visual aids</li> <li>▪ Preparation</li> <li>▪ Clarity and articulation</li> </ul> </li> <li>○ Weaknesses                   <ul style="list-style-type: none"> <li>▪ Nerves</li> <li>▪ Voice projection</li> <li>▪ Too much information</li> <li>▪ No audience interaction</li> <li>▪ Poor Time Management</li> </ul> </li> <li>○ Areas for Improvement                   <ul style="list-style-type: none"> <li>▪ Self-evaluation and feedback</li> <li>▪ Tone of voice</li> <li>▪ Content</li> <li>▪ Audience Engagement</li> <li>▪ Time management</li> <li>▪ Practice regularly</li> </ul> </li> <li>○ Improve own presentation skills including:                   <ul style="list-style-type: none"> <li>▪ Self-assessment – using strengths and weaknesses identified in AC 2.1</li> <li>▪ Set specific goals – use SMART goals</li> <li>▪ Develop Skills – using resources</li> <li>▪ Regular Practice – among peers</li> <li>▪ Use feedback – reflect and improve</li> <li>▪ Implement techniques</li> <li>▪ Evaluate and review progress</li> </ul> </li> </ul> </li> </ul>
3. Be able to present and deliver information on a chosen topic.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Prepare and present information including:               <ul style="list-style-type: none"> <li>○ Select a topic – relevant/of interest</li> <li>○ Understand your audience – demographics/knowledge/level</li> <li>○ Research and gather information – reliable sources/organise information</li> <li>○ Prepare your presentation – introduction/main body/conclusion</li> <li>○ Visual aids</li> <li>○ Practice – timing, voice etc.</li> <li>○ Present – confident/engage/adapt</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Present information, using feedback to make improvements including: <ul style="list-style-type: none"> <li>○ Create draft – outline/content/visual aids</li> <li>○ Present your draft – practice session/record</li> <li>○ Gather feedback – verbal and feedback forms</li> <li>○ Analyse feedback – identify any patterns, strengths and weaknesses</li> <li>○ Make amendments – content/visual/delivery</li> <li>○ Rehearse again – practice, further feedback</li> </ul> </li> <li>• Deliver a presentation including: <ul style="list-style-type: none"> <li>○ clear language</li> <li>○ appropriate vocabulary</li> <li>○ structure and sequencing</li> <li>○ tone and pace</li> <li>○ appropriate examples</li> </ul> </li> </ul>
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Title	Innovation and Enterprise
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBE435
Unit Reference No	M/617/5454
Learn Direct Code	HB1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of what makes an enterprise successful and how businesses can promote innovation. Learners will also be required to plan/implement and review an enterprise project.	
Learning Outcomes	Assessment Criteria
1. Understand business innovation.	1.1. Explain what is meant by the term innovation 1.2. Explain the importance of innovation in business and how it may be promoted.
2. Know about successful enterprises.	2.1. Explain what makes an enterprise successful. 2.2. Evaluate the skills needed to be a successful entrepreneur.
3. Be able to generate and select ideas for an enterprise project.	3.1. Create a shortlist of ideas for an enterprise project and evaluate the viability of each. 3.2. Justify the final choice of enterprise project.
4. Be able to produce a business plan for an enterprise project.	4.1. Summarise the headings and layout of a business plan. 4.2. Create a business plan for the chosen enterprise project. 4.3. Prepare a budget for the enterprise project. 4.4. Develop an action plan for completion of own activities. 4.5. Explain how customer service will be a factor in the project.
5. Be able to carry out an enterprise project.	5.1. Create marketing materials to promote the enterprise project. 5.2. Implement the enterprise project. 5.3. Monitor the progress of the enterprise project, making adjustments where necessary.
6. Be able to review an enterprise project.	6.1. Critically compare the outcomes of the enterprise project against the business plan. 6.2. Explain ways the project could have been improved. 6.3. Evaluate own contribution to the enterprise project.

### 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	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
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	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>

Learning Outcome	Unit Title: Innovation and Enterprise
1. Understand business innovation.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• What is meant by the term innovation including:               <ul style="list-style-type: none"> <li>○ Ideas</li> <li>○ Products</li> <li>○ Services</li> <li>○ Methods</li> <li>○ Improvements</li> <li>○ Problem solving</li> <li>○ Solutions</li> <li>○ Various industries</li> </ul> </li> <li>• Importance of innovation in business and how it can be promoted including:               <ul style="list-style-type: none"> <li>○ Competitive advantage</li> <li>○ Growth</li> <li>○ Efficiency and productivity</li> <li>○ Customer satisfaction</li> <li>○ Talent attraction and retention</li> <li>○ Promote curiosity and creativity</li> <li>○ Collaboration</li> <li>○ Investment in learning and development</li> </ul> </li> </ul>
2. Know about successful enterprises.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• What makes an enterprise successful including:               <ul style="list-style-type: none"> <li>○ Clear vision and strategy</li> <li>○ Strong leadership</li> <li>○ Customer focus</li> <li>○ Innovation</li> <li>○ Operational efficiency</li> <li>○ Financial management</li> <li>○ Skilled workforce</li> <li>○ Adaptability</li> <li>○ Strong brand and reputation</li> <li>○ Effective communication</li> </ul> </li> <li>• Skills needed to be a successful entrepreneur including:               <ul style="list-style-type: none"> <li>○ Leadership</li> <li>○ Vision and strategic thinking</li> <li>○ Resilience and adaptability</li> <li>○ Financial acumen</li> <li>○ Marketing and sales skills</li> <li>○ Problem solving</li> <li>○ Networking</li> <li>○ Time management</li> <li>○ Communication</li> <li>○ Technical skills</li> <li>○ Risk management</li> </ul> </li> </ul>

<p>3. Be able to generate and select ideas for an enterprise project.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Ideas for enterprise projects including:             <ul style="list-style-type: none"> <li>○ Eco friendly packaging ideas</li> <li>○ Remote working productivity tools</li> <li>○ Personalised health and wellness plans</li> <li>○ Smart home energy management systems</li> <li>○ Online learning platforms for specialised skills</li> </ul> </li> <li>• Viability including:             <ul style="list-style-type: none"> <li>○ Market demand</li> <li>○ Competition</li> <li>○ Initial investment</li> <li>○ Scalability</li> <li>○ Challenges</li> </ul> </li> <li>• Final choice justifications including:             <ul style="list-style-type: none"> <li>○ Market demand</li> <li>○ Environmental impact</li> <li>○ Competitive advantage</li> <li>○ Scalability</li> <li>○ Regulatory support</li> <li>○ Social responsibility</li> <li>○ Regulatory compliance</li> <li>○ Sourcing materials</li> <li>○ Cost management</li> </ul> </li> </ul>
<p>4. Be able to produce a business plan for an enterprise project.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Headings and layout of a business plan including:             <ul style="list-style-type: none"> <li>○ Executive summary</li> <li>○ Company description</li> <li>○ Market analysis</li> <li>○ Organisation and management</li> <li>○ Products and services</li> <li>○ Marketing and sales strategy</li> <li>○ Operational plan</li> <li>○ Financial plan</li> <li>○ Supporting documents</li> </ul> </li> <li>• Create a business plan using the headings in AC 4.1 for the enterprise project selected in AC 3.2</li> <li>• Preparing a budget for chosen enterprise project including:             <ul style="list-style-type: none"> <li>○ Start-up costs                 <ul style="list-style-type: none"> <li>▪ Research and development</li> <li>▪ Manufacturing equipment</li> <li>▪ Facility set up</li> <li>▪ Initial inventory</li> <li>▪ Certifications and compliance</li> <li>▪ Marketing and branding</li> <li>▪ Staffing</li> </ul> </li> <li>○ Operating costs                 <ul style="list-style-type: none"> <li>▪ Materials and supplies</li> <li>▪ Energy and utilities</li> <li>▪ Labour and employee costs</li> <li>▪ Transport and logistics</li> <li>▪ Maintenance</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Compliance</li> <li>▪ Marketing</li> <li>▪ Legal costs</li> </ul> <ul style="list-style-type: none"> <li>• Action plan for completion of own activities including:               <ul style="list-style-type: none"> <li>○ Research and development</li> <li>○ Facility set up</li> <li>○ Product development</li> <li>○ Marketing and branding</li> <li>○ Sales and distribution</li> <li>○ Financial management</li> <li>○ Continuous improvement</li> <li>○ Milestones and deadlines</li> <li>○ Monitoring and evaluation</li> </ul> </li> <li>• How customer service will be a factor in the project including:               <ul style="list-style-type: none"> <li>○ Building trust and loyalty</li> <li>○ Handling inquiries and orders</li> <li>○ Addressing issues and complaints</li> <li>○ Providing product information</li> <li>○ Enhancing the customer experience</li> <li>○ Building a positive reputation</li> <li>○ Implementing strategies</li> </ul> </li> </ul>
5. Be able to carry out an enterprise project.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Create marketing materials to promote the enterprise project chosen in AC 3.2. including:               <ul style="list-style-type: none"> <li>○ Brochure</li> <li>○ Flyers</li> <li>○ Social media posts</li> <li>○ Newsletter</li> <li>○ Websites</li> </ul> </li> <li>• Implement the enterprise project chosen in AC 3.2. including:               <ul style="list-style-type: none"> <li>○ Finalise research and development</li> <li>○ Set up the facility</li> <li>○ Develop and launch products</li> <li>○ Marketing and sales launch</li> <li>○ Operational management</li> <li>○ Continuous improvement</li> <li>○ Monitoring and evaluation</li> <li>○ Key milestones</li> </ul> </li> <li>• Monitoring progress of the enterprise project, making adjustments including:               <ul style="list-style-type: none"> <li>○ Setting clear metrics and key performance indicators (KPIs)</li> <li>○ Monthly progress meetings</li> <li>○ Use technology for monitoring</li> <li>○ Collecting and analysing data</li> <li>○ Adjust based on data evidence</li> <li>○ Continuous improvements</li> <li>○ Communication and transparency</li> </ul> </li> </ul>
6. Be able to review an enterprise project.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Compare the outcomes of the enterprise project selected in AC 3.2 against the business plan including:               <ul style="list-style-type: none"> <li>○ Financial performance</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Operational efficiency</li> <li>○ Market response</li> <li>○ Strategic goals</li> <li>○ Customer satisfaction</li> <li>○ Innovation and improvement</li> <li>○ Critical comparison summary</li> <li>• Ways in which the enterprise project could be improved including: <ul style="list-style-type: none"> <li>○ Different market research</li> <li>○ Better financial planning</li> <li>○ Streamlined operations</li> <li>○ Greater customer engagement</li> <li>○ Better marketing strategies</li> <li>○ Employee training and development</li> <li>○ Strategic partnerships</li> <li>○ Better use of technology</li> </ul> </li> <li>• Own contribution to the enterprise project including: <ul style="list-style-type: none"> <li>○ Leadership and vision</li> <li>○ Planning and organisation</li> <li>○ Problem solving and adaptability</li> <li>○ Collaboration and teamwork</li> <li>○ Innovation and creativity</li> <li>○ Customer focus</li> <li>○ Financial management</li> <li>○ Marketing and sales</li> <li>○ Feedback from stakeholders</li> <li>○ Overall impact on outcome</li> </ul> </li> </ul>	
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Title	Managing a Project	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBE436	
Unit Reference No	T/617/5455	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to plan, monitor and evaluate a project.		
Learning Outcomes	Assessment Criteria	
1. Know how to plan a project.	1.1. Produce a Specific Measurable Achievable Relevant and Timebound (SMART) action plan to deliver a project including aims and purpose.	
2. Be able to monitor the progress of a project.	2.1. Assess and monitor the progress of a project identifying new targets where necessary.	
3. Be able to evaluate the project.	3.1. Evaluate the strengths and weaknesses of the project and implement any improvements.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Managing a Project
1. Know how to plan a project.	<b>Scope</b>  <b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Produce a Specific Measurable Achievable Relevant and Timebound (SMART) action plan to deliver a project including aims and purpose including:               <ul style="list-style-type: none"> <li>○ Project aim and purpose</li> <li>○ Specific</li> <li>○ Measurable</li> <li>○ Achievable</li> <li>○ Relevant</li> <li>○ Timebound</li> </ul> </li> </ul>
2. Be able to monitor the progress of a project.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Assess and monitor the progress of a project identifying new targets where necessary including:               <ul style="list-style-type: none"> <li>○ Set clear goals and milestones</li> <li>○ Regularly review progress</li> <li>○ Key performance indicators (KPIs)</li> <li>○ Risk Management</li> <li>○ Stakeholder communication</li> <li>○ Review and adjust targets</li> <li>○ Feedback and make necessary improvements</li> </ul> </li> </ul>
3. Be able to evaluate the project.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• The strengths and weakness of the project and implement any improvements including:               <ul style="list-style-type: none"> <li>○ Carry out a SWOT analysis</li> <li>○ Gather feedback</li> <li>○ Analyse data</li> <li>○ Identify areas for improvement</li> <li>○ Create an Improvement plan</li> <li>○ Implement any changes</li> <li>○ Review and adjust accordingly</li> </ul> </li> </ul>

Title	Mental Health, Well-being and Building Resilience	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE437	
Unit Reference No	A/617/5456	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to understand mental health and well-being and be able to build resilience.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by good mental health, well-being and resilience.	1.1. Summarise what is meant by good mental health, well-being and resilience and influencing factors.	
2. Understand the link between emotions and well-being.	2.1. Explain three positive and three negative emotions and possible causes of each. 2.2. Explain how emotions may positively and negatively impact on well-being. 2.3. Illustrate with at least two examples how emotions may be managed to promote well-being. 2.4. Summarise what is meant by emotional resilience and how it may be developed.	
3. Understand the link between positive communication and good mental health, well-being and resilience.	3.1. Evaluate the link connecting positive communication between individuals and good mental health, well-being and resilience.	
4. Understand how to improve well-being and resilience.	4.1. Illustrate with at least two examples how each of the following five ways to well-being may be used to improve well-being and resilience: a) connect b) keep learning c) be active d) take notice e) give to others 4.2. Summarise and apply at least three tools or techniques that may be used to improve well-being and resilience.	
5. Understand how to access mental health and well-being advice and support.	5.1. Research at least three sources of advice and support for mental health and well-being and how they may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Mental Health, Well-being and Building Resilience
1. Understand what is meant by good mental health, well-being and resilience.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• What is meant by good mental health, well-being and resilience and influencing factors including:               <ul style="list-style-type: none"> <li>○ Definition of mental health, well-being and resilience and meanings of key terms related to each.</li> <li>○ Definitions with examples of different mental illness and conditions</li> <li>○ Types of stigmas around mental illness</li> <li>○ Importance of mental health and well-being and associated signs of issues</li> <li>○ Factors which include negative and positive impact and can influence good/poor mental health, well-being and resilience such as sleep, physical activity, social media, relationships, body image, drugs, alcohol</li> <li>○ Signs and behaviours of good mental health, well-being and resilience</li> </ul> </li> </ul>
2. Understand the link between emotions and well-being.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Positive and negative emotions and possible causes including:               <ul style="list-style-type: none"> <li>○ Positive emotions                   <ul style="list-style-type: none"> <li>▪ Happiness</li> <li>▪ Love</li> <li>▪ Joy</li> <li>▪ Satisfaction</li> <li>▪ Pleasure</li> <li>▪ Contentment</li> </ul> </li> <li>○ Possible causes including:                   <ul style="list-style-type: none"> <li>▪ Personal relationships</li> <li>▪ Achievements</li> <li>▪ Job related</li> <li>▪ Activities or hobbies</li> </ul> </li> <li>○ Negative emotions                   <ul style="list-style-type: none"> <li>▪ Fear</li> <li>▪ Anger</li> <li>▪ Sadness</li> <li>▪ Distress</li> <li>▪ Loneliness</li> </ul> </li> <li>○ Possible causes including:                   <ul style="list-style-type: none"> <li>▪ Personal loss</li> <li>▪ Conflict</li> <li>▪ Rejection</li> <li>▪ Stress</li> </ul> </li> </ul> </li> <li>• How emotions may positively and negatively impact on well-being including:               <ul style="list-style-type: none"> <li>○ Positive impacts                   <ul style="list-style-type: none"> <li>▪ Better relationships</li> <li>▪ Improved physical health</li> <li>▪ Improved resilience</li> <li>▪ Better mental health</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Negative impacts:           <ul style="list-style-type: none"> <li>▪ Mental health issues</li> <li>▪ Problems with physical health</li> <li>▪ Damaged relationships</li> <li>▪ Function and productivity</li> </ul> </li> <li>• How emotions can be managed to promote well-being including:           <ul style="list-style-type: none"> <li>○ Awareness of emotions</li> <li>○ Mindfulness and meditation</li> <li>○ Coping strategies e.g. sport</li> <li>○ Healthy relationships</li> <li>○ Therapy e.g. Cognitive Behavioural Therapy (CBT)</li> <li>○ Healthy lifestyle</li> </ul> </li> <li>• What is meant by emotional resilience and how it may be developed including:           <ul style="list-style-type: none"> <li>○ Define emotional resilience e.g. reaction to different situations, managing emotions</li> <li>○ Create self-awareness</li> <li>○ Mindfulness and relaxation</li> <li>○ Support network</li> <li>○ Positive attitude</li> <li>○ Improve problem solving skills</li> <li>○ Good physical health</li> </ul> </li> </ul>
3. Understand the link between positive communication and good mental health, well-being and resilience.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The link connecting positive communication between individuals and good mental health, well-being and resilience including:           <ul style="list-style-type: none"> <li>○ Positive communication and mental health               <ul style="list-style-type: none"> <li>▪ Emotional support</li> <li>▪ Conflict resolution</li> <li>▪ Expression of emotions</li> </ul> </li> <li>○ Positive communication and well-being               <ul style="list-style-type: none"> <li>▪ Social connections</li> <li>▪ Positive interactions</li> <li>▪ Support networks</li> </ul> </li> <li>○ Positive communication and resilience               <ul style="list-style-type: none"> <li>▪ Building trust</li> <li>▪ Encouraging and motivating</li> <li>▪ Problem solving</li> </ul> </li> </ul> </li> </ul>
4. Understand how to improve well-being and resilience.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• How each of the following ways to well-being may be used to improve well-being and resilience including:           <ul style="list-style-type: none"> <li>○ Connect – build relationships, join groups, keep in touch</li> <li>○ Keep learning – pursue new interests, read and explore, set personal challenges</li> <li>○ Be active – regular exercise, outdoor activities, join a team sport</li> <li>○ Take notice – mindfulness, meditation, reflect, live in the moment</li> <li>○ Give to others – volunteer, support networks</li> </ul> </li> <li>• Apply tools or techniques that may be used to improve well-being and resilience including:           <ul style="list-style-type: none"> <li>○ Mindfulness and meditation</li> <li>○ Physical activity</li> <li>○ Healthy lifestyle</li> <li>○ Social connections</li> <li>○ Cognitive behavioural techniques</li> <li>○ Professional support</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Personal development</li> </ul>
<p>5. Understand how to access mental health and well-being advice and support.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Sources of advice and support for mental health and well-being and how they may be accessed including:             <ul style="list-style-type: none"> <li>○ Crisis hotlines</li> <li>○ Mental health service providers</li> <li>○ Support groups</li> <li>○ Online counselling</li> <li>○ Public health organisations</li> <li>○ Community resources</li> <li>○ Specialised support e.g. veterans or LGBTQ+</li> </ul> </li> </ul>



Title	Online Safety	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE438	
Unit Reference No	F/617/5457	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of online safety, how it may be improved and associated legislation and regulation.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of online safety.	1.1. Explain the importance of online safety for different users.	
2. Understand how technology is used to communicate.	2.1. Critically evaluate the effectiveness of different technologies for communication purposes.	
3. Know how to keep safe when communicating online.	3.1. Summarise potential risks when communicating online and possible strategies to minimise these.	
4. Understand the impact of online behaviour.	4.1. Illustrate the impact of positive and negative online behaviour on self and others.	
5. Understand legislation and regulations relating to online communication.	5.1. Summarise how legislation contributes to the regulation of online communication. 5.2. Explain how personal information may be used inappropriately. 5.3. Evaluate ways in which different websites regulate the communication of their users.	
6. Understand rating symbols and content descriptors for video games and mobile applications.	6.1. Explain the process for determining rating symbols and producing content descriptors for video games and mobile applications. 6.2. Explain the importance for different users of having access to guidance on appropriateness of content of video games and mobile applications.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Online Safety
1. Understand the importance of online safety.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The importance of online safety for different users including:               <ul style="list-style-type: none"> <li>○ Children and teenagers</li> <li>○ Parents and guardians</li> <li>○ Educators</li> <li>○ Adults and seniors</li> <li>○ Businesses and professionals</li> <li>○ Content creators and influencers</li> </ul> </li> <li>• Best practice for online safety:               <ul style="list-style-type: none"> <li>○ Strong passwords</li> <li>○ Two factor authentication</li> <li>○ Don't share personal information</li> <li>○ Stay informed and up to date</li> <li>○ Use security software</li> <li>○ Educate and communicate</li> </ul> </li> </ul>
2. Understand how technology is used to communicate.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The effectiveness of different technologies for communication purposes including:               <ul style="list-style-type: none"> <li>○ Emailing</li> <li>○ Instant messaging</li> <li>○ Video conferencing</li> <li>○ Social media</li> <li>○ Blogs and vlogs</li> <li>○ Web conferencing</li> </ul> </li> </ul>
3. Know how to keep safe when communicating online.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Potential risks when communication online and possible strategies to minimise these including:               <ul style="list-style-type: none"> <li>○ Potential risks                   <ul style="list-style-type: none"> <li>▪ Privacy concerns</li> <li>▪ Cyberbullying</li> <li>▪ Phishing and scams</li> <li>▪ Malware and viruses</li> <li>▪ Identity theft</li> <li>▪ Inappropriate content</li> </ul> </li> <li>○ Strategies to minimise risks                   <ul style="list-style-type: none"> <li>▪ Use strong passwords</li> <li>▪ Multi factor authentication</li> <li>▪ Software updates</li> <li>▪ Careful with links and attachments</li> <li>▪ Use secure connections</li> <li>▪ Educate and communicate</li> <li>▪ Review privacy settings</li> </ul> </li> </ul> </li> </ul>

<p>4. Understand the impact of online behaviour.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The impact of positive and negative online behaviour on self and others including: <ul style="list-style-type: none"> <li>○ Positive <ul style="list-style-type: none"> <li>▪ Supporting and encouraging comments</li> <li>▪ Sharing helpful information</li> <li>▪ Promoting inclusivity and respect</li> </ul> </li> <li>○ Negative <ul style="list-style-type: none"> <li>▪ Cyberbullying and harassment</li> <li>▪ Spreading misinformation</li> <li>▪ Engaging in toxic behaviour</li> </ul> </li> <li>○ Strategies for positive online behaviour <ul style="list-style-type: none"> <li>▪ Think before you post</li> <li>▪ Be respectful and kind</li> <li>▪ Verify information</li> <li>▪ Support and encourage</li> </ul> </li> </ul> </li> </ul>
<p>5. Understand legislation and regulations relating to online communication.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• How legislation contributes to the regulation of online communication including: <ul style="list-style-type: none"> <li>○ Content moderation and liability</li> <li>○ Data privacy and protection</li> <li>○ Combatting illegal activities</li> <li>○ Transparency and accountability</li> <li>○ Balancing free speech and regulation</li> </ul> </li> <li>• How personal information may be used inappropriately including: <ul style="list-style-type: none"> <li>○ Identify theft</li> <li>○ Phishing and scams</li> <li>○ Unauthorised data sharing</li> <li>○ Surveillance and tracking</li> <li>○ Discrimination</li> <li>○ Reputation damage</li> <li>○ Unauthorised access</li> </ul> </li> <li>• Ways in which different websites regulate communication of their users including: <ul style="list-style-type: none"> <li>○ Content moderation <ul style="list-style-type: none"> <li>▪ Automated systems</li> <li>▪ Human moderators</li> </ul> </li> <li>○ Community guidelines and policies <ul style="list-style-type: none"> <li>▪ Terms of service</li> <li>▪ User reporting</li> </ul> </li> <li>○ Transparency and accountability <ul style="list-style-type: none"> <li>▪ Transparency reports</li> <li>▪ Appeal processes</li> </ul> </li> <li>○ Legal compliance <ul style="list-style-type: none"> <li>▪ Data protection laws</li> <li>▪ Content regulations</li> </ul> </li> <li>○ User empowerment <ul style="list-style-type: none"> <li>▪ Content filters</li> <li>▪ Educational initiatives</li> </ul> </li> </ul> </li> </ul>

6. Understand rating symbols and content descriptors for video games and mobile applications.

**Teaching will cover:**

- The process for determining rating symbols and producing content descriptors for video games and mobile applications including:
  - Submission by developers
    - Questionnaire
    - Video footage
  - Review by raters
    - Initial review
    - Rating recommendation
  - Evaluation and confirmation
    - Consistency check
    - Final rating
  - Post-release monitoring
    - Verification
    - Adjustments
  - Digital games and Apps
    - IARC process
    - Content descriptors
  - Enforcement and compliance
    - Sanctions
    - Advertising review
- The importance for different users of having access to guidance on appropriateness of content of video games and mobile applications including:
  - Parents and guardians – protecting children, setting boundaries
  - Educators – educational value, digital literacy
  - Young people – risk awareness, self-regulation
  - General users – privacy and security
  - Accessing guidance – ratings systems, parental controls, educational tools and resources

Title	Participating in a Faith-Based Enrichment Activity	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE439	
Unit Reference No	J/617/5458	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to gain knowledge and skills from participating in a faith-based enrichment activity.		
Learning Outcomes		Assessment Criteria
1. Be able to research and participate in a faith-based enrichment activity.	1.1. Research and select an appropriate faith-based enrichment activity. 1.2. Summarise the aims and objectives of the chosen activity. 1.3. Participate in a faith-based enrichment activity for a minimum of 10 hours.	
2. Understand the benefits of participating in a faith-based enrichment activity.	2.1. Evaluate own contribution to the chosen activity including: a) knowledge and skills gained b) benefits of participation c) possible improvements	
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: Participating in a Faith-Based Enrichment Activity
<p>1. Be able to research and participate in a faith-based enrichment activity.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Research and select an appropriate faith-based enrichment activity including:               <ul style="list-style-type: none"> <li>○ Prayer stations for inner peace</li> <li>○ Small group bible study</li> <li>○ Acts of kindness service projects</li> <li>○ Movie night with spiritual themes</li> <li>○ Worship together</li> </ul> </li> <li>• Summarise the aims and objectives of the chosen activity including:               <ul style="list-style-type: none"> <li>○ Aims                   <ul style="list-style-type: none"> <li>▪ Deepen understanding of scripture</li> <li>▪ Foster personal spiritual growth</li> <li>▪ Build community</li> </ul> </li> <li>○ Objectives                   <ul style="list-style-type: none"> <li>▪ Engage in regular study sessions</li> <li>▪ Encourage open discussions</li> <li>▪ Apply biblical teachings</li> <li>▪ Support each other spiritually</li> </ul> </li> </ul> </li> <li>• Participate in a faith-based enrichment activity for a minimum of 10 hours               <ul style="list-style-type: none"> <li>○ Suggested plan:                   <ul style="list-style-type: none"> <li>▪ Weekly sessions</li> <li>▪ Structured topics</li> <li>▪ Interactive discussions</li> <li>▪ Prayer and reflection</li> <li>▪ Practical application</li> </ul> </li> </ul> </li> </ul>
<p>2. Understand the benefits of participating in a faith-based enrichment activity.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Evaluate own contribution to the chosen activity including:               <ul style="list-style-type: none"> <li>a) knowledge and skills gained</li> <li>b) benefits of participation</li> <li>c) possible improvements</li> <li>○ Knowledge and skills gained                   <ul style="list-style-type: none"> <li>▪ Theological understanding</li> <li>▪ Interpersonal skills</li> <li>▪ Organisational skills</li> </ul> </li> <li>○ Benefits of participation                   <ul style="list-style-type: none"> <li>▪ Spiritual growth</li> <li>▪ Community Building</li> <li>▪ Personal fulfilment</li> </ul> </li> <li>○ Possible improvements                   <ul style="list-style-type: none"> <li>▪ Enhanced engagement</li> <li>▪ Feedback mechanism</li> <li>▪ Diverse activities</li> </ul> </li> </ul> </li> </ul>

Title	Personal Action Planning and Self Evaluation	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE440	
Unit Reference No	L/617/5459	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to set and prioritise short and long-term learning goals. Learners will also be required to develop a personal action plan.		
Learning Outcomes		Assessment Criteria
1. Be able to set goals in relation to learning goals.	1.1. Assess and prioritise realistic short and long-term learning goals. 1.2. Set targets to work towards achievements of learning goals.	
2. Be able to develop an action plan to support the achievement of learning goals.	2.1. Produce an action plan to include: a) learning goals b) strategies for developing skills c) timescales	
3. Be able to review own progress towards learning goals.	3.1. Evaluate progress towards meeting goals against action plan. 3.2. Review and revise timescales and goals as required.	
4. Be able to review own performance.	4.1. Evaluate own performance against goals set.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Personal Action Planning and Self Evaluation
1. Be able to set goals in relation to learning goals.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Realistic short and long-term learning goals including:               <ul style="list-style-type: none"> <li>• Short term goals (usually 1-6 months)                   <ul style="list-style-type: none"> <li>○ Identify immediate needs                       <ul style="list-style-type: none"> <li>▪ Skills gap</li> <li>▪ Certifications</li> </ul> </li> <li>○ Set specific measurable goals                       <ul style="list-style-type: none"> <li>▪ SMART goals</li> </ul> </li> <li>○ Allocate time and resources                       <ul style="list-style-type: none"> <li>▪ Daily/weekly schedule</li> <li>▪ Resources</li> </ul> </li> <li>○ Monitor progress                       <ul style="list-style-type: none"> <li>▪ Regular check-ins</li> <li>▪ Adjust as needed</li> </ul> </li> </ul> </li> <li>• Long term goals (usually 6 months – 5 years)                   <ul style="list-style-type: none"> <li>○ Define your vision                       <ul style="list-style-type: none"> <li>▪ Career aspirations</li> <li>▪ Personal growth</li> </ul> </li> <li>○ Break down into milestones                       <ul style="list-style-type: none"> <li>▪ Yearly objectives</li> <li>▪ Skill development</li> </ul> </li> <li>○ Create a learning plan                       <ul style="list-style-type: none"> <li>▪ Courses and degrees</li> <li>▪ Networking and mentorship</li> </ul> </li> <li>○ Evaluate and reflect                       <ul style="list-style-type: none"> <li>▪ Annual review</li> <li>▪ Adapt goals</li> </ul> </li> <li>○ Use Eisenhower matrix to prioritise goals</li> </ul> </li> <li>• Set targets to work towards achievements of learning goals including:                   <ul style="list-style-type: none"> <li>○ Define clear objectives</li> <li>○ Break down goals into manageable tasks</li> <li>○ Set deadlines</li> <li>○ Allocate resources</li> <li>○ Monitor and adjust</li> <li>○ Source feedback and support</li> </ul> </li> </ul> </li> </ul>
2. Be able to develop an action plan to support the achievement of learning goals.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Produce an action plan based on targets set in AC 1.2. including:               <ul style="list-style-type: none"> <li>○ Learning goals</li> <li>○ Strategies for developing skills</li> <li>○ Timescales</li> </ul> </li> <li>• Action plan categories including:               <ul style="list-style-type: none"> <li>○ Define your goal e.g. use SMART</li> <li>○ Identify steps needed to reach this goal</li> <li>○ Set deadlines</li> <li>○ Identify resources needed</li> <li>○ Monitor progress</li> <li>○ Reflect and evaluate</li> </ul> </li> </ul>



<p>3. Be able to review own progress towards learning goals.</p>	<p>Teaching will cover</p> <ul style="list-style-type: none"> <li>• Progress towards meeting goals against action plan including: <ul style="list-style-type: none"> <li>○ Review goals and targets</li> <li>○ Measure achievements</li> <li>○ Identify successes and challenges</li> <li>○ Adjust your action plan</li> <li>○ Seek continuous feedback</li> <li>○ Document progress</li> </ul> </li> <li>• Review and revise timescales and goals as required including: <ul style="list-style-type: none"> <li>○ Reflect on current progress</li> <li>○ Identify obstacles</li> <li>○ Reevaluate goals</li> <li>○ Adjust timescales</li> <li>○ Update action plan</li> <li>○ Implement and monitor</li> </ul> </li> </ul>
<p>4. Be able to review own performance.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Own performance against goals set including: <ul style="list-style-type: none"> <li>○ Review goals and targets</li> <li>○ Measure achievements</li> <li>○ Identify successes and challenges</li> <li>○ Reflect on learning and growth</li> <li>○ Adjust goals and strategies</li> <li>○ Plan next steps</li> </ul> </li> </ul>

Title	Personal Career Portfolio	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE441	
Unit Reference No	F/617/5460	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to develop a personal career portfolio identifying own strengths, qualities, skills and abilities.		
Learning Outcomes		Assessment Criteria
1. Understand own strengths, qualities, skills and abilities and how they relate to different career options.	1.1. Summarise own strengths, qualities, skills and abilities and how they may contribute to own future development and the achievement of personal goals. 1.2. Analyse how these may contribute to identified personal career options.	
2. Be able to investigate relevant sources of information, advice and guidance in relation to chosen career options.	2.1. Critically compare different sources of career information advice and guidance. 2.2. Evaluate the relevance of each source to own career planning.	
3. Be able to create a Curriculum Vitae (CV).	3.1. Summarise the key components of a CV. 3.2. Produce a CV for own educational and career development.	
4. Be able to create a personal career portfolio.	4.1. Summarise key information which needs to be included in a career portfolio. 4.2. Create a personal career portfolio of evidence to include: a) personal qualities b) personal goals c) skills d) educational achievements e) relevant knowledge f) CV	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Personal Career Portfolio
<p>1. Understand own strengths, qualities, skills and abilities and how they relate to different career options.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Own strengths, qualities, skills and abilities including:               <ul style="list-style-type: none"> <li>○ Strengths                   <ul style="list-style-type: none"> <li>▪ Resilience</li> <li>▪ Adaptability</li> </ul> </li> <li>○ Qualities                   <ul style="list-style-type: none"> <li>▪ Empathy</li> <li>▪ Integrity</li> </ul> </li> <li>○ Skills                   <ul style="list-style-type: none"> <li>▪ Communication</li> <li>▪ Problem solving</li> </ul> </li> <li>○ Abilities                   <ul style="list-style-type: none"> <li>▪ Leadership</li> <li>▪ Time management</li> </ul> </li> </ul> </li> <li>• Contribution to own future development and the achievement of personal goals including:               <ul style="list-style-type: none"> <li>○ Continuous learning</li> <li>○ Building relationships</li> <li>○ Achieving goals</li> </ul> </li> <li>• How these may contribute to identified personal career options including:               <ul style="list-style-type: none"> <li>○ Leadership roles                   <ul style="list-style-type: none"> <li>▪ Resilience</li> <li>▪ Adaptability</li> <li>▪ Communication</li> <li>▪ Leadership</li> </ul> </li> <li>○ Customer service                   <ul style="list-style-type: none"> <li>▪ Empathy</li> <li>▪ Integrity</li> <li>▪ Problem solving</li> <li>▪ Communication</li> </ul> </li> <li>○ Creative fields                   <ul style="list-style-type: none"> <li>▪ Adaptability</li> <li>▪ Communication</li> <li>▪ Problem solving</li> <li>▪ Time management</li> </ul> </li> <li>○ Technical roles                   <ul style="list-style-type: none"> <li>▪ Problem solving</li> <li>▪ Continuous learning</li> <li>▪ Time management</li> <li>▪ Adaptability</li> </ul> </li> <li>○ Healthcare                   <ul style="list-style-type: none"> <li>▪ Empathy</li> <li>▪ Resilience</li> <li>▪ Communication</li> <li>▪ Integrity</li> </ul> </li> </ul> </li> </ul>

<p>2. Be able to investigate relevant sources of information, advice and guidance in relation to chosen career options.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Compare different sources of career information advice and guidance including:               <ul style="list-style-type: none"> <li>○ Online career platforms</li> <li>○ Government services</li> <li>○ Professional associations</li> <li>○ Career coaches and consultants</li> <li>○ Educational institutions</li> <li>○ Personal networks</li> </ul> </li> <li>• Evaluate the relevance of each source identified in AC 2.1 to own career planning</li> </ul>
<p>3. Be able to create a Curriculum Vitae (CV).</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Key components of CV including:               <ul style="list-style-type: none"> <li>○ Contact information</li> <li>○ Professional summary</li> <li>○ Work experience</li> <li>○ Education</li> <li>○ Skills</li> <li>○ Training</li> <li>○ Achievements or awards</li> <li>○ Professional memberships</li> <li>○ References</li> <li>○ Hobbies/interests/other relevant information to the post</li> </ul> </li> <li>• Produce a CV for own educational and career development including the information in AC 3.1.</li> </ul>
<p>4. Be able to create a personal career portfolio.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Key information which needs to be included in a career portfolio including:               <ul style="list-style-type: none"> <li>○ Personal information</li> <li>○ Personal qualities</li> <li>○ Short and long-term goals</li> <li>○ Education</li> <li>○ Career summary</li> <li>○ CV</li> <li>○ Skills, competencies and relevant knowledge</li> <li>○ Work samples</li> <li>○ Training certificates</li> <li>○ Achievements or awards</li> <li>○ Professional development</li> <li>○ References and or testimonials</li> <li>○ Professional memberships</li> </ul> </li> <li>• Create a personal career portfolio of evidence to including list below and information identified in AC 4.1:               <ul style="list-style-type: none"> <li>○ Personal qualities</li> <li>○ Personal goals</li> <li>○ Skills</li> <li>○ Educational achievements</li> <li>○ Relevant knowledge</li> <li>○ CV</li> </ul> </li> </ul>

Title	Personal Study Skills	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBE442	
Unit Reference No	J/617/5461	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to develop personal study skills.		
Learning Outcomes		Assessment Criteria
1. Know how to locate, retrieve and store information for a given research topic.	1.1. Locate and retrieve resource materials for a research topic using standard referencing. 1.2. Set up an electronic filing system to enable location, retrieval and transfer of data retaining drafts and sources of information.	
2. Be able to summarise written materials.	2.1. Evaluate information from a range of source materials using recognised techniques: a) skimming b) scanning 2.2. Summarise main points on a complex subject from written materials.	
3. Be able to produce written materials for specific purposes.	3.1. Explain and simplify complex ideas in a written format, avoiding plagiarism from a given source. 3.2. Produce a well-structured essay for a specific purpose to include bibliographies, using a recognised referencing system.	
4. Know how to use IT applications for study.	4.1. Demonstrate the use of IT applications to aid study including: a) presenting complex information in different formats b) use of email to communicate with others c) integration of complex information from different sources	
5. Be able to engage in discussion with others.	5.1. Explain complex information in different situations taking account of audiences and subjects. 5.2. Demonstrate active listening skills and engage in discussion with others to promote interaction and positive outcomes.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Learning Outcome	Unit Title: Personal Study Skills
1. Know how to locate, retrieve and store information for a given research topic.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Locate and retrieve resource materials for a research topic using standard referencing including:               <ul style="list-style-type: none"> <li>○ Identify your research topic and keywords</li> <li>○ Use academic databases</li> <li>○ Evaluate sources</li> <li>○ Consult library resources</li> <li>○ Use online resources</li> <li>○ Cite your sources</li> </ul> </li> <li>• Set up an electronic filing system to enable location, retrieval and transfer of data retaining drafts and sources of information including:               <ul style="list-style-type: none"> <li>○ Choose a file storage solution</li> <li>○ Create a folder structure</li> <li>○ Use consistent folder naming process</li> <li>○ Use consistent version saving process</li> <li>○ Use tagging or keywords to locate files</li> <li>○ Back up and sync files</li> <li>○ Determine access permissions</li> <li>○ Review and update documents regularly</li> </ul> </li> </ul>
2. Be able to summarise written materials.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Evaluate information from a range of source materials using recognised techniques including:               <ul style="list-style-type: none"> <li>○ Skimming                   <ul style="list-style-type: none"> <li>▪ Identifying main ideas</li> <li>▪ Understanding structure</li> <li>▪ Deciding relevance</li> </ul> </li> <li>○ Scanning                   <ul style="list-style-type: none"> <li>▪ Locating keywords</li> <li>▪ Finding data</li> <li>▪ Answering specific questions</li> </ul> </li> <li>○ Evaluating sources including:                   <ul style="list-style-type: none"> <li>▪ Credibility</li> <li>▪ Relevance</li> <li>▪ Accuracy</li> <li>▪ Purpose</li> </ul> </li> </ul> </li> <li>• Summarise main points on a complex subject from written materials including:               <ul style="list-style-type: none"> <li>○ Read thoroughly</li> <li>○ Break down the text</li> <li>○ Identify the key points</li> <li>○ Take notes</li> <li>○ Condense information</li> <li>○ Written summary</li> <li>○ Review and revise</li> </ul> </li> </ul>

<p>3. Be able to produce written materials for specific purposes.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Explain and simplify complex ideas in a written format, avoiding plagiarism from a given source including:           <ul style="list-style-type: none"> <li>○ Understand the material</li> <li>○ Break down the ideas</li> <li>○ Use simple language</li> <li>○ Create analogies and examples</li> <li>○ Paraphrase</li> <li>○ Cite and reference sources</li> <li>○ Review and edit</li> </ul> </li> <li>• Produce a well-structured essay for a specific purpose to include bibliographies, using a recognised referencing system including:           <ul style="list-style-type: none"> <li>○ Understand the purpose</li> <li>○ Research and gather information</li> <li>○ Create an outline</li> <li>○ Write the essay – with subheadings</li> <li>○ Cite your sources</li> <li>○ Create a bibliography</li> <li>○ Review and edit</li> </ul> </li> </ul>
<p>4. Know how to use IT applications for study.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The use of IT applications to aid study including:           <ul style="list-style-type: none"> <li>○ Presenting complex information in different formats               <ul style="list-style-type: none"> <li>▪ PowerPoint</li> <li>▪ Excel</li> <li>▪ Infographic tools</li> </ul> </li> <li>○ Use of email to communicate with others               <ul style="list-style-type: none"> <li>▪ Outlook</li> <li>▪ Gmail</li> </ul> </li> <li>○ Integration of complex information from different sources               <ul style="list-style-type: none"> <li>▪ Note taking apps</li> <li>▪ Reference management tools</li> <li>▪ Mind mapping software</li> <li>▪ Flashcard apps</li> <li>▪ Task management tools</li> <li>▪ Online learning platforms</li> <li>▪ AI Learning assistants</li> <li>▪ Collaboration tools</li> <li>▪ Digital libraries and databases</li> <li>▪ Study apps</li> </ul> </li> </ul> </li> </ul>
<p>5. Be able to engage in discussion with others</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Explain complex information in different situations taking account of audiences and subjects including:           <ul style="list-style-type: none"> <li>○ Academic settings</li> <li>○ Professional settings</li> <li>○ Public communications</li> <li>○ Written communications</li> </ul> </li> <li>• Using active listening skills and engage in discussion with others to promote interaction and positive outcomes including:           <ul style="list-style-type: none"> <li>○ Listening skills:               <ul style="list-style-type: none"> <li>▪ Be fully present</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>▪ Show understanding</li> <li>▪ Ask open ended questions</li> <li>▪ Note body language/non-verbal clues</li> <li>▪ Avoid interruptions</li> <li>▪ Provide feedback</li> <li>○ Discussion skills: <ul style="list-style-type: none"> <li>▪ Create a positive environment</li> <li>▪ Facilitate interaction</li> <li>▪ Promote positive outcomes</li> </ul> </li> </ul>
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Title	Report Writing	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBE443	
Unit Reference No	L/617/5462	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to write a formal report on a given subject.		
Learning Outcomes	Assessment Criteria	
1. Know how to produce a written report.	1.1. Explain the aims and purpose of a specific report. 1.2. Write a formal report of at least 1000 words on a given subject following standard conventions.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Report Writing
1. Know how to produce a written report.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The aims and purpose of a specific report including:               <ul style="list-style-type: none"> <li>○ Inform</li> <li>○ Analyse</li> <li>○ Recommend</li> <li>○ Document</li> <li>○ Persuade</li> </ul> </li> <li>• Write a formal report of at least 1000 words on a given subject following standard conventions including:               <ul style="list-style-type: none"> <li>○ Report structure                   <ul style="list-style-type: none"> <li>▪ Title page</li> <li>▪ Abstract</li> <li>▪ Table of contents</li> <li>▪ Introduction</li> <li>▪ Literature review</li> <li>▪ Methodology</li> <li>▪ Results</li> <li>▪ Discussion</li> <li>▪ Conclusion</li> <li>▪ References</li> <li>▪ Appendices</li> </ul> </li> </ul> </li> </ul>

Title	Research Skills	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE444	
Unit Reference No	R/617/5463	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to plan, carry out, present and evaluate research.		
Learning Outcomes	Assessment Criteria	
1. Be able to plan research.	1.1. Summarise the key stages for research planning. 1.2. Create a plan using appropriate methods and techniques to carry out research to include objectives and sources of information.	
2. Be able to carry out research.	2.1. Carry out the research using appropriate strategies to meet identified objectives. 2.2. Review material collected and identify information and data most relevant to the research objectives. 2.3. Evaluate the validity of sources. 2.4. Explain research outcomes and justify conclusions.	
3. Be able to present the findings of the research and evaluate research activities.	3.1. Present findings and recommendations clearly in an appropriate format. 3.2. Evaluate research activities 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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Research Skills
1. Be able to plan research.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Summarise the key stages for research planning including:               <ul style="list-style-type: none"> <li>○ Identify and develop your topic</li> <li>○ Conduct a literature review</li> <li>○ Design the research methodology</li> <li>○ Collect data</li> <li>○ Analyse data</li> <li>○ Draw conclusions</li> <li>○ Write report</li> </ul> </li> <li>• Create a plan using appropriate methods and techniques to carry out research to include objectives and sources of information including:               <ul style="list-style-type: none"> <li>○ Research objectives                   <ul style="list-style-type: none"> <li>▪ Primary</li> <li>▪ Secondary</li> </ul> </li> <li>○ Literature review                   <ul style="list-style-type: none"> <li>▪ Sources</li> <li>▪ Techniques</li> </ul> </li> <li>○ Research methodology                   <ul style="list-style-type: none"> <li>▪ Quantitative</li> <li>▪ Qualitative</li> </ul> </li> <li>○ Data collection                   <ul style="list-style-type: none"> <li>▪ Participants</li> <li>▪ Sampling</li> <li>▪ Data protection</li> </ul> </li> <li>○ Data analysis                   <ul style="list-style-type: none"> <li>▪ Statistics</li> <li>▪ Common themes</li> <li>▪ Patterns</li> <li>▪ Differences</li> </ul> </li> <li>○ Draw conclusions                   <ul style="list-style-type: none"> <li>▪ Interpret findings</li> <li>▪ Recommendations</li> </ul> </li> <li>○ Report writing                   <ul style="list-style-type: none"> <li>▪ Structure</li> <li>▪ Presentation</li> </ul> </li> <li>○ Sources of information                   <ul style="list-style-type: none"> <li>▪ Primary</li> <li>▪ Secondary</li> </ul> </li> </ul> </li> </ul>
2. Be able to carry out research.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Carry out the research using appropriate strategies to meet identified objectives including:               <ul style="list-style-type: none"> <li>○ Preparation                   <ul style="list-style-type: none"> <li>▪ Finalise research approaches</li> <li>▪ Ethical approval</li> </ul> </li> <li>○ Data collection                   <ul style="list-style-type: none"> <li>▪ Surveys</li> <li>▪ Interviews</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Focus groups</li> <li>○ Data analysis <ul style="list-style-type: none"> <li>▪ Quantitative</li> <li>▪ Qualitative</li> </ul> </li> <li>○ Conclusions <ul style="list-style-type: none"> <li>▪ Consolidate findings</li> <li>▪ Interpret results</li> <li>▪ Make recommendations</li> </ul> </li> <li>○ Report writing <ul style="list-style-type: none"> <li>▪ Structure</li> <li>▪ Presentation</li> <li>▪ Review</li> </ul> </li> <li>○ Dissemination <ul style="list-style-type: none"> <li>▪ Share findings</li> </ul> </li> <li>• Review material collected and identify information and data most relevant to the research objectives including: <ul style="list-style-type: none"> <li>○ Organise data collected <ul style="list-style-type: none"> <li>▪ Categorise</li> <li>▪ Label</li> </ul> </li> <li>○ Revisit research objectives <ul style="list-style-type: none"> <li>▪ Primary</li> <li>▪ Secondary</li> </ul> </li> <li>○ Identify relevant data <ul style="list-style-type: none"> <li>▪ Quantitative</li> <li>▪ Qualitative</li> </ul> </li> <li>○ Filter out irrelevant data <ul style="list-style-type: none"> <li>▪ Non-essential information</li> <li>▪ Focus on quality</li> </ul> </li> <li>○ Synthesise findings <ul style="list-style-type: none"> <li>▪ Combine data</li> <li>▪ Cross reference</li> </ul> </li> <li>○ Document key insights</li> </ul> </li> <li>• Evaluate the validity of sources including: <ul style="list-style-type: none"> <li>○ Authority</li> <li>○ Accuracy</li> <li>○ Objectivity</li> <li>○ Currency</li> <li>○ Relevance</li> <li>○ Source type</li> <li>○ Cross verification</li> </ul> </li> <li>• Explain research outcomes and justify conclusions including: <ul style="list-style-type: none"> <li>○ Summarise key findings</li> <li>○ Interpret the data</li> <li>○ Reach conclusions</li> <li>○ Discuss implications</li> <li>○ Acknowledge limitations</li> <li>○ Suggest future research</li> </ul> </li> </ul>
3. Be able to present the findings of the research and evaluate research activities.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Present findings and recommendations clearly in an appropriate format including: <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Methodology</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Findings</li> <li>○ Discussion</li> <li>○ Conclusions</li> <li>○ Recommendations</li> <li>○ References</li> <li>• Evaluate research activities identifying areas for improvement including: <ul style="list-style-type: none"> <li>○ Review research design and methodology <ul style="list-style-type: none"> <li>▪ Appropriateness</li> <li>▪ Strengths and weaknesses</li> </ul> </li> <li>○ Data collection process <ul style="list-style-type: none"> <li>▪ Effectiveness</li> <li>▪ Challenges</li> <li>▪ Improvements</li> </ul> </li> <li>○ Data analysis <ul style="list-style-type: none"> <li>▪ Accuracy</li> <li>▪ Interpretation</li> <li>▪ Improvements</li> </ul> </li> <li>○ Ethical considerations <ul style="list-style-type: none"> <li>▪ Compliance</li> <li>▪ Improvements</li> </ul> </li> <li>○ Literature review <ul style="list-style-type: none"> <li>▪ Comprehensiveness</li> <li>▪ Relevance</li> <li>▪ Improvements</li> </ul> </li> <li>○ Reporting and presentation <ul style="list-style-type: none"> <li>▪ Clarity</li> <li>▪ Visual aids</li> <li>▪ Improvements</li> </ul> </li> <li>○ Feedback and reflection <ul style="list-style-type: none"> <li>▪ Peer review</li> <li>▪ Self-reflection</li> </ul> </li> </ul> </li> </ul>	
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Title	Road Safety and the Highway Code
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF683
Unit Reference No	J/650/1388
Learn Direct Code	HB1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the core principles of road safety and the Highway Code.	
Learning Outcomes	Assessment Criteria
1. Understand the Highway Code and its application for drivers.	1.1. Explain the need for laws, rules and disciplined behaviour on the road. 1.2. Summarise the role of the Highway Code and significance of the following: a) road markings and reflective road studs b) road signs including shape and colour c) colour of signs, markings and signals 1.3. Summarise the meaning of at least 20 road signs. 1.4. Explain and illustrate different road signals given and received by drivers, authorised persons and others. 1.5. Explain the main risks and causes of road traffic collisions and how they may be minimised by the following: a) drivers b) government c) law enforcement agencies d) motor vehicle manufacturers e) individuals
2. Understand the dangers and safety precautions when driving and riding under adverse conditions.	2.1. Explain the dangers and safety precautions when driving and riding under adverse conditions including: a) the need for longer stopping distances b) drying out brakes c) safe use of headlights d) aquaplaning and how it can be avoided e) heavy rain and standing water f) worn tyres g) excessive speed h) snow
3. Understand the risks associated with driving at night.	3.1. Summarise the risks and safety precautions required when driving at night.
4. Understand braking distances.	4.1. Illustrate the braking distances for different motor vehicle speeds.
5. Understand the impact of education, training and publicity in reducing road traffic collisions.	5.1. Evaluate the impact of education, training and publicity in reducing road traffic collisions.
6. Understand legal requirements and costs of vehicle ownership.	6.1. Summarise licensing and legal requirements for driving, taxing and insuring vehicles. 6.2. Summarise the cost associated with vehicle ownership including: a) purchasing options b) running costs c) insurance options



### 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	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
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	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>

Learning Outcome	Unit Title: Road Safety and the Highway Code
<p>1. Understand the Highway Code and its application for drivers.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The need for laws, rules and disciplined behaviour on the road including: <ul style="list-style-type: none"> <li>○ Safety</li> <li>○ Order and efficiency</li> <li>○ Legal and financial consequences</li> <li>○ Environmental impact</li> <li>○ Social responsibility</li> </ul> </li> <li>• The role of the Highway Code including: <ul style="list-style-type: none"> <li>○ Promoting road safety</li> <li>○ Legal framework</li> <li>○ Educational resource</li> <li>○ Supporting efficient traffic flow</li> <li>○ Encourages courtesy and consideration</li> </ul> </li> <li>• The significance of: <ul style="list-style-type: none"> <li>○ Road markings – lane lines, pedestrian crossings, stop lines and arrows</li> <li>○ Reflective road studs – white, red, amber, green and fluorescent</li> <li>○ Road signs including shape and colour – octagon, triangle, rectangle, diamond, pentagon, circle, pennant</li> <li>○ Colour of signs, markings and signals – red, yellow, green, blue, orange, white, brown, amber</li> </ul> </li> <li>• Road signs including: <ul style="list-style-type: none"> <li>○ Regulatory signs</li> <li>○ Warning signs</li> <li>○ Direction signs</li> <li>○ Information signs</li> <li>○ Road work signs</li> </ul> </li> <li>• Different road signals given and received by drivers, authorised persons and others including: <ul style="list-style-type: none"> <li>○ Indicators</li> <li>○ Brake lights</li> <li>○ Reversing lights</li> <li>○ Horn</li> <li>○ Flashing lights</li> <li>○ Arm signals</li> <li>○ Police</li> <li>○ Crossing person</li> <li>○ Construction worker</li> <li>○ Cyclists</li> <li>○ Pedestrians</li> </ul> </li> <li>• The main risks and causes of road traffic collisions including: <ul style="list-style-type: none"> <li>○ Speeding</li> <li>○ Distracted driving</li> <li>○ Driving under the influence</li> <li>○ Non-use of safety devices</li> <li>○ Poor road conditions</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>How risks and collisions can be minimised including:               <ul style="list-style-type: none"> <li>Drivers – safe driving practices, safety devices, vehicle maintenance</li> <li>Government – enforce traffic laws, good infrastructure, public awareness campaigns</li> <li>Law enforcement agencies – visibility enforcement, community engagement, data driven policy</li> <li>Vehicle manufacturers – safety features, compliance with safety standards, continuous innovation</li> <li>Individuals – stay informed, lead by example, safety advocates</li> </ul> </li> </ul>
2. Understand the dangers and safety precautions when driving and riding under adverse conditions.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>The dangers and safety precautions when driving and riding under adverse conditions including:               <ul style="list-style-type: none"> <li>Dangers                   <ul style="list-style-type: none"> <li>Reduced visibility</li> <li>Reduced traction</li> <li>Increased stopping distances</li> <li>High winds</li> <li>Flooded roads</li> <li>Aquaplaning</li> <li>Heavy rain and standing water</li> <li>Worn tyres</li> <li>Excessive speed</li> <li>Snow</li> </ul> </li> <li>Safety precautions                   <ul style="list-style-type: none"> <li>Slowing down</li> <li>Increased following distance</li> <li>Appropriate lights</li> <li>Avoid sudden movements</li> <li>Equip your vehicle for emergencies</li> <li>Pull over if necessary</li> <li>longer stopping distances</li> <li>drying out brakes</li> </ul> </li> </ul> </li> </ul>
3. Understand the risks associated with driving at night.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>The risks when driving at night including:               <ul style="list-style-type: none"> <li>Reduced visibility</li> <li>Glare from other headlights</li> <li>Fatigue</li> <li>Impaired drivers</li> <li>Wildlife</li> </ul> </li> <li>Safety precautions required when driving at night including:               <ul style="list-style-type: none"> <li>Proper lighting</li> <li>Reduce speed</li> <li>Increase following distance</li> <li>Combat fatigue</li> <li>Minimise distractions</li> <li>Stay alert</li> <li>Beware of wildlife</li> </ul> </li> </ul>

<p>4. Understand braking distances.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The braking distances for different motor vehicle speeds including:               <ul style="list-style-type: none"> <li>○ Thinking distance</li> <li>○ Braking distance</li> <li>○ Total stopping distance</li> <li>○ 20mph-70mph</li> </ul> </li> <li>• Factors affecting braking distance including:               <ul style="list-style-type: none"> <li>○ Speed</li> <li>○ Road conditions</li> <li>○ Vehicle conditions</li> <li>○ Driver reaction times</li> </ul> </li> <li>• Visual representation when stopping suddenly including:               <ul style="list-style-type: none"> <li>○ 20mph/50mph/70mph</li> </ul> </li> </ul>
<p>5. Understand the impact of education, training and publicity in reducing road traffic collisions.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The impact of education, training and publicity in reducing road traffic collisions including:               <ul style="list-style-type: none"> <li>○ Education                   <ul style="list-style-type: none"> <li>▪ Awareness</li> <li>▪ Behavioural change</li> <li>▪ Targeted programmes</li> </ul> </li> <li>○ Training                   <ul style="list-style-type: none"> <li>▪ Skill development</li> <li>▪ Professional training</li> <li>▪ Regular updates</li> </ul> </li> <li>○ Publicity                   <ul style="list-style-type: none"> <li>▪ Campaigns</li> <li>▪ Social media</li> <li>▪ Community involvement</li> </ul> </li> </ul> </li> </ul>
<p>6. Understand legal requirements and costs of vehicle ownership.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Licensing and legal requirements for driving, taxing and insuring vehicles including:               <ul style="list-style-type: none"> <li>○ Licensing requirements                   <ul style="list-style-type: none"> <li>▪ Provisional license</li> <li>▪ Theory test</li> <li>▪ Practical test</li> <li>▪ Full license</li> </ul> </li> <li>○ Legal requirements                   <ul style="list-style-type: none"> <li>▪ Registration with the DVLA</li> <li>▪ MOT</li> <li>▪ Age</li> <li>▪ Insurance</li> </ul> </li> <li>○ Taxing                   <ul style="list-style-type: none"> <li>▪ Tax</li> <li>▪ SORN</li> </ul> </li> <li>○ Insuring                   <ul style="list-style-type: none"> <li>▪ Minimum</li> <li>▪ Comprehensive</li> <li>▪ Proof</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• The cost associated with vehicle ownership including:           <ul style="list-style-type: none"> <li>○ Purchasing options               <ul style="list-style-type: none"> <li>▪ Buying outright</li> <li>▪ Financing</li> <li>▪ Leasing</li> </ul> </li> <li>○ Running costs               <ul style="list-style-type: none"> <li>▪ Fuel</li> <li>▪ Maintenance and repairs</li> <li>▪ Vehicle tax</li> <li>▪ Depreciation</li> </ul> </li> <li>○ Insurance options               <ul style="list-style-type: none"> <li>▪ Third party only</li> <li>▪ Third party, fire and theft</li> <li>▪ Comprehensive</li> </ul> </li> </ul> </li> </ul>
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Title	Stress and Stress Management Techniques	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE445	
Unit Reference No	Y/617/5464	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of stress and stress management techniques.		
Learning Outcomes		Assessment Criteria
1. Understand the term stress.	1.1. Explain what is meant by the term stress. 1.2. Compare and contrast different types of stress.	
2. Be able to recognise signs and symptoms of stress and the long-term impact on an individual.	2.1. Illustrate different signs and symptoms of stress that may affect an individual. 2.2. Evaluate the long-term impact of stress on an individual's physical and emotional wellbeing.	
3. Understand potential causes of stress in everyday life.	3.1. Analyse at least five potential causes of stress in everyday life.	
4. Understand stress management techniques.	4.1. Critically compare at least three stress management techniques.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Stress and Stress Management Techniques
1. Understand the term stress.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• What is meant by the term stress including:               <ul style="list-style-type: none"> <li>• Key components of stress:                   <ul style="list-style-type: none"> <li>○ Physiological responses                       <ul style="list-style-type: none"> <li>▪ Hormonal changes</li> <li>▪ Physical symptoms</li> </ul> </li> <li>○ Psychological responses                       <ul style="list-style-type: none"> <li>▪ Emotional reactions</li> <li>▪ Cognitive effects</li> </ul> </li> <li>○ Types of stress                       <ul style="list-style-type: none"> <li>▪ Acute stress</li> <li>▪ Chronic stress</li> </ul> </li> <li>○ Sources of stress                       <ul style="list-style-type: none"> <li>▪ External factors</li> <li>▪ Internal factors</li> </ul> </li> <li>○ Effects of stress                       <ul style="list-style-type: none"> <li>▪ Positive effects</li> <li>▪ Negative effects</li> </ul> </li> </ul> </li> <li>• Managing stress                   <ul style="list-style-type: none"> <li>○ Healthy lifestyle</li> <li>○ Relaxation techniques</li> <li>○ Time management</li> <li>○ Support systems</li> </ul> </li> <li>• Different types of stress including:                   <ul style="list-style-type: none"> <li>○ Acute stress</li> <li>○ Chronic stress</li> <li>○ Episodic acute stress</li> <li>○ Traumatic stress</li> </ul> </li> <li>• Comparison and contrast                   <ul style="list-style-type: none"> <li>○ Duration</li> <li>○ Intensity</li> <li>○ Symptoms</li> <li>○ Management</li> </ul> </li> </ul> </li> </ul>
2. Be able to recognise signs and symptoms of stress and the long-term impact on an individual.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Different signs and symptoms of stress that may affect an individual including:               <ul style="list-style-type: none"> <li>○ Physical symptoms                   <ul style="list-style-type: none"> <li>▪ Headaches</li> <li>▪ Muscle tension</li> <li>▪ Fatigue</li> <li>▪ Sleep disturbance</li> <li>▪ Digestive issues</li> <li>▪ Increased heart rate</li> <li>▪ Sweating</li> </ul> </li> <li>○ Emotional symptoms                   <ul style="list-style-type: none"> <li>▪ Anxiety</li> <li>▪ Irritability</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Depression</li> <li>▪ Overwhelmed</li> <li>▪ Restlessness</li> <li>○ Cognitive symptoms <ul style="list-style-type: none"> <li>▪ Concentration issues</li> <li>▪ Memory problems</li> <li>▪ Negative thinking</li> <li>▪ Indecisiveness</li> </ul> </li> <li>○ Behavioural symptoms <ul style="list-style-type: none"> <li>▪ Changes in appetite</li> <li>▪ Substance use</li> <li>▪ Social withdrawal</li> <li>▪ Procrastination</li> <li>▪ Nervous habits</li> </ul> </li> <li>• Long term impact of stress on physical and emotional wellbeing including: <ul style="list-style-type: none"> <li>○ Physical well being <ul style="list-style-type: none"> <li>▪ Cardiovascular system</li> <li>▪ Musculoskeletal system</li> <li>▪ Immune system</li> <li>▪ Digestive system</li> <li>▪ Endocrine system</li> </ul> </li> <li>○ Emotional well being <ul style="list-style-type: none"> <li>▪ Mental health disorders</li> <li>▪ Cognitive function</li> <li>▪ Emotional regulation</li> <li>▪ Behavioural changes</li> </ul> </li> </ul> </li> </ul>
3. Understand potential causes of stress in everyday life.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Potential causes of stress in everyday life including: <ul style="list-style-type: none"> <li>○ Work related stress</li> <li>○ Financial stress</li> <li>○ Relationship stress</li> <li>○ Health related stress</li> <li>○ Life changes and transitions</li> </ul> </li> </ul>
4. Understand stress management techniques.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Stress management techniques including: <ul style="list-style-type: none"> <li>○ Mindfulness meditation</li> <li>○ Exercise</li> <li>○ Time management</li> <li>○ Deep breathing</li> <li>○ Talking to a counsellor</li> <li>○ Healthy diet</li> </ul> </li> </ul>



Title	Substance Awareness	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE446	
Unit Reference No	D/617/5465	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to gain an awareness of substance use, its effects and treatments.		
Learning Outcomes	Assessment Criteria	
1. Understand relevant legislation, policies and procedures in relation to substance use including current government strategies.	1.1. Summarise legislation, policy and procedures relating to substance use including equality and confidentiality. 1.2. Summarise the difference between legal and illegal drugs. 1.3. Summarise organisations that deliver key government policies and strategies on substance use.	
2. Understand substance use, its effects and treatments.	2.1. Describe the different substances which are available, their effects and the dangers of each. 2.2. Identify the street names for substances, and how these change over time and in different locations. 2.3. Describe the methods of substance use and the associated risks. 2.4. Summarise at least five reasons why individuals may become involved in substance use 2.5. Evaluate the impact of substance misuse on the body and mental wellbeing and the possible consequences 2.6. Describe the relationship between substance use, crime and antisocial behaviour. 2.7. Summarise current treatments and support services/agencies for addressing substance use.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Learning Outcome	Unit Title: Substance Awareness
1. Understand relevant legislation, policies and procedures in relation to substance use including current government strategies	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Legislation, policy and procedures relating to substance use including equality and confidentiality including:               <ul style="list-style-type: none"> <li>○ Legislation                   <ul style="list-style-type: none"> <li>▪ Mental health parity and addiction equality act (MHPAEA)</li> <li>▪ Health insurance portability and accountability act (HIPPA)</li> <li>▪ Family medical leave act (FMLA)</li> </ul> </li> <li>○ Policies                   <ul style="list-style-type: none"> <li>▪ Good Samaritan laws</li> <li>▪ Medical amnesty policies</li> </ul> </li> <li>○ Procedures                   <ul style="list-style-type: none"> <li>▪ Confidentiality procedures</li> <li>▪ Workplace policies</li> </ul> </li> </ul> </li> <li>• Difference between legal and illegal drugs including:               <ul style="list-style-type: none"> <li>○ Legal drugs/ Illegal drugs                   <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Examples</li> <li>▪ Regulation</li> </ul> </li> <li>○ Key differences                   <ul style="list-style-type: none"> <li>▪ Legality</li> <li>▪ Medical use</li> <li>▪ Safety and regulation</li> </ul> </li> </ul> </li> <li>• Organisations that deliver key government policies and strategies including:               <ul style="list-style-type: none"> <li>○ United Kingdom                   <ul style="list-style-type: none"> <li>▪ Public health England (PHE)</li> <li>▪ National health service (NHS)</li> <li>▪ Advisory council on the misuse of drugs (ACMD)</li> </ul> </li> <li>○ International                   <ul style="list-style-type: none"> <li>▪ World health organisation (WHO)</li> <li>▪ United nations office on drugs and crime (UNODC)</li> </ul> </li> </ul> </li> </ul>
2. Understand substance use, its effects and treatments.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Different substances which are available, their effects and the dangers of each including:               <ul style="list-style-type: none"> <li>○ Stimulants</li> <li>○ Depressants</li> <li>○ Opioids</li> <li>○ Hallucinogens</li> <li>○ Dissociatives</li> <li>○ Inhalants</li> <li>○ Cannabis</li> <li>○ Prescription medication</li> </ul> </li> <li>• Street names for substances and how these change over time and in different locations including:               <ul style="list-style-type: none"> <li>○ Cocaine</li> <li>○ Heroin</li> <li>○ Methamphetamine</li> <li>○ Marijuana</li> </ul> </li> </ul>

- MDMA (ecstasy)
- LSD
- Prescription drugs
- Inhalants
- Evolution over time
- Geographic differences
- Methods of substance use and the associated risks including:
  - Oral ingestion
  - Inhalation
  - Injection
  - Snorting
  - Transdermal
  - Sublingual
  - Rectal
- Reasons why individuals become involved in substance use including:
  - To feel better
  - Curiosity and experimentation
  - Social influence
  - Environmental factors
  - Genetic and biological factors
  - Coping with trauma
  - Loneliness and isolation
- Impact of substance misuse on the body and mental wellbeing and the possible consequences including:
  - Physical impact
    - Cardiovascular system
    - Respiratory system
    - Liver and kidneys
    - Neurological system
  - Mental wellbeing
    - Cognitive effects
    - Emotional and behavioural effects
    - Social and interpersonal consequences
  - Long term consequences
    - Addiction and dependence
    - Chronic health conditions
    - Mental health disorders
- The relationship between substance use, crime and antisocial behaviour including:
  - Substance use and crime
    - Direct link - Drug related offenses, economic compulsive crimes
    - Indirect link - Impaired judgement, association with criminal networks
  - Substance use and antisocial behaviour
    - Behavioural changes – aggression, violence, risk taking
    - Social consequences – isolation, stigma
  - Antisocial behaviour and crime
    - Developmental factors – early onset, environmental influences
    - Personality traits – impulsive, sensation seeking, lack of empathy

	<ul style="list-style-type: none"> <li>• Current treatments and support services/agencies for addressing substance use including:           <ul style="list-style-type: none"> <li>○ Treatments               <ul style="list-style-type: none"> <li>▪ Behavioural therapies</li> <li>▪ Medication assisted treatment (MAT)</li> <li>▪ Detoxification</li> <li>▪ Outpatient treatment programmes</li> </ul> </li> <li>○ Support services and agencies               <ul style="list-style-type: none"> <li>▪ Findtreatment.gov</li> <li>▪ Alcoholics anonymous (AA)</li> <li>▪ Narcotics anonymous (NA)</li> <li>▪ Local health departments</li> <li>▪ Substance Abuse and mental health services administration (SAMHSA)</li> </ul> </li> </ul> </li> </ul>
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Title	Take Part in Community Volunteering	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBE447	
Unit Reference No	H/617/5466	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to identify, organise and participate in a community volunteering activity.		
Learning Outcomes	Assessment Criteria	
1. Research community volunteering opportunities.	1.1. Research at least three possible opportunities for community volunteering and the impact each one has on own local community. 1.2. Evaluate and select an appropriate volunteering opportunity to meet own interests and skills.	
2. Be able to arrange volunteering opportunity.	2.1. Plan, organise and co-ordinate own volunteering opportunity.	
3. Be able to carry out own role as a volunteer.	3.1. Carry out volunteering activities for a minimum of 30 hours ensuring the following: a) working within boundaries of own role b) referring matters or seeking help when appropriate c) complying with organisational health and safety requirements	
4. Be able to evaluate own performance as a volunteer.	4.1. Carry out a self-evaluation identifying how skills and knowledge gained may be used in the future.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Learning Outcome	Unit Title: Take part in Community Volunteering
1. Research community volunteering opportunities.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Possible opportunities for community volunteering and the impact each one has on own local community including:               <ul style="list-style-type: none"> <li>Habitat for Humanity</li> <li>Red cross community volunteer leader</li> <li>Dementia support</li> <li>Phone companion volunteer</li> <li>Community companions volunteer</li> <li>Volunteer responders</li> <li>Food shelters</li> <li>Homeless charities</li> <li>Animal rescue centres</li> </ul> </li> <li>Evaluate and select an appropriate volunteering opportunity, possibly identified from AC 1.1. to meet own interests and skills.</li> </ul>
2. Be able to arrange volunteering opportunity.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Plan, organise and co-ordinate own volunteering opportunity including:               <ul style="list-style-type: none"> <li>Identify your goals and interests</li> <li>Research opportunities</li> <li>Plan your volunteering</li> <li>Organise your efforts</li> <li>Execute and monitor</li> <li>Reflect and evaluate</li> </ul> </li> </ul>
3. Be able to carry out own role as a volunteer.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Carry out volunteering activities for a minimum of 30 hours ensuring the following:               <ul style="list-style-type: none"> <li>Working within boundaries of own role</li> <li>Referring matters or seeking help when appropriate</li> <li>Complying with organisational health and safety requirements</li> </ul> </li> </ul>
4. Be able to evaluate own performance as a volunteer.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Self-evaluation identifying how skills and knowledge gained may be used in the future including:               <ul style="list-style-type: none"> <li>Self-evaluation steps</li> <li>Reflect on your experience</li> <li>Identify skills gained</li> <li>Assess knowledge acquired</li> <li>Evaluate personal growth</li> </ul> </li> <li>Applying skills and knowledge in the future including:               <ul style="list-style-type: none"> <li>Career development</li> <li>Further volunteering</li> </ul> </li> <li>Personal projects</li> </ul>

Title	Team Leading Skills	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE448	
Unit Reference No	K/617/5467	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop team leading skills, to plan team tasks and support their completion.		
Learning Outcomes	Assessment Criteria	
1. Understand leadership styles and team motivation.	1.1. Summarise at least three leadership styles and analyse their impact on team motivation.	
2. Understand own leadership style.	2.1. Evaluate own leadership style and its impact on team motivation.	
3. Be able to plan a team task and support its completion.	3.1. Produce a plan for the performance of a given task, consulting team members and justifying reasons for choices. 3.2. Provide team support and feedback during performance of the task.	
4. Understand how to evaluate and improve team and own performance.	4.1. Evaluate how the motivation of different team members impacted on the performance of the task. 4.2. Explain how team building activities can be used to develop the team's motivation. 4.3. Produce an action plan for the development of own team leadership 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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary



Learning Outcome	Unit Title: Team Leading Skills
1. Understand leadership styles and team motivation.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Leadership styles and their impact on team motivation including:               <ul style="list-style-type: none"> <li>○ Autocratic</li> <li>○ Democratic</li> <li>○ Laissez-faire</li> <li>○ Transformational</li> <li>○ Transactional</li> <li>○ Servant</li> <li>○ Bureaucratic</li> <li>○ Coaching</li> <li>○ Positive and negative impacts on team motivation</li> </ul> </li> </ul>
2. Understand own leadership style.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Evaluate own leadership style and its impact on team motivation including:               <ul style="list-style-type: none"> <li>○ Identify own leadership style</li> <li>○ Consider own leadership practices                   <ul style="list-style-type: none"> <li>▪ Decision making</li> <li>▪ Communication</li> <li>▪ Support</li> </ul> </li> <li>○ Assess leadership style impact on team motivation                   <ul style="list-style-type: none"> <li>▪ Morale</li> <li>▪ Engagement</li> <li>▪ Performance</li> </ul> </li> <li>○ Gather feedback</li> <li>○ Reflect and adapt</li> </ul> </li> </ul>
3. Be able to plan a team task and support its completion.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Produce a plan for the performance of a given task, consulting team members and justifying reasons for choices including:               <ul style="list-style-type: none"> <li>○ Define the objective</li> <li>○ Identify key tasks and milestones</li> <li>○ Assign responsibilities to different team members</li> <li>○ Have a consultation with team members</li> <li>○ Justify reasons for choices</li> <li>○ Develop a timeline</li> <li>○ Implement and monitor</li> </ul> </li> <li>• Provide team support and feedback during performance of the task including:               <ul style="list-style-type: none"> <li>○ Regular check ins</li> <li>○ Create open communication channels</li> <li>○ Provide constructive feedback</li> <li>○ Acknowledge and celebrate achievements</li> <li>○ Offer support and resources</li> <li>○ Encourage collaboration and teamwork</li> <li>○ Monitor progress and adjust plans where necessary</li> </ul> </li> </ul>

4. Understand how to evaluate and improve team and own performance.

**Teaching will cover:**

- How the motivation of different team members impacted on the performance of the task including:
  - Identify individual motivations
  - Monitor performance and engagement
  - Gather feedback
  - Analyse individual impact on task performance against goals
- How team building activities can be used to develop the teams' motivation including:
  - Improve communication
  - Build trust
  - Encourage collaboration
  - Foster creativity
  - Promotes healthy competition
  - Enhance problem solving skills
  - Strengthens relationships
  - Develops leadership skills
- Produce an action plan for the development of own team leadership skills including:
  - Assess current leadership skills
  - Set clear development goals – week/month
  - Create a development plan
  - Seek mentoring and coaching support
  - Implement and practice
  - Monitor, reflect and adjust goals
  - Identify and celebrate any achievements

Title	Teamwork and Collaboration Skills	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBE449	
Unit Reference No	M/617/5468	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of teamwork and team contracts. The learner will also be required to carry out an activity as part of a team.		
Learning Outcomes		Assessment Criteria
1. Understand team contracts.		1.1. Explain the importance of having a team contract. 1.2. Negotiate a team contract with an identified team.
2. Be able to collaborate as part of a team.		2.1. Prepare an action plan for completing a specified task based on negotiation with team members. 2.2. Analyse personal skills and strengths and those of other team members in relation to completing a specified task. 2.3. Take part in chosen activity, carrying out own role to the agreed standards and timescales.
3. Know how to evaluate team working.		3.1. Evaluate team and own contribution to the completion of the task. 3.2. Interpret feedback from team members. 3.3. Produce action plan to develop own and team members' team working 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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Teamwork and Collaboration Skills
1. Understand team contracts.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of having a team contract including:               <ul style="list-style-type: none"> <li>○ Clarity and alignment</li> <li>○ Accountability</li> <li>○ Conflict resolution</li> <li>○ Commitment</li> <li>○ Communication</li> <li>○ Performance measurement</li> </ul> </li> <li>• Negotiate a team contract with an identified team including:               <ul style="list-style-type: none"> <li>○ Identify team members</li> <li>○ Set clear objectives</li> <li>○ Define roles and responsibilities</li> <li>○ Establish communication protocols</li> <li>○ Set deadlines and milestones</li> <li>○ Discuss conflict resolution</li> <li>○ Set accountability measures</li> <li>○ Record everything</li> <li>○ Review, revise and adjust</li> </ul> </li> </ul>
2. Be able to collaborate as part of a team.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Prepare an action plan for completing a specified task based on negotiation with team members including:               <ul style="list-style-type: none"> <li>○ Define the task</li> <li>○ Break down the task into sub tasks</li> <li>○ Assign roles and responsibilities</li> <li>○ Set deadlines and milestones</li> <li>○ Establish resources needed</li> <li>○ Establish communication channels to be used</li> <li>○ Create a timeline for the project or task</li> <li>○ Create accountability progress checks</li> <li>○ Do a risk assessment/plan for contingencies</li> <li>○ Review and adjust accordingly</li> </ul> </li> <li>• Analyse personal skills and strengths and those of other team members in relation to completing a specified task including:               <ul style="list-style-type: none"> <li>○ Identify the task requirements</li> <li>○ Assess individual strengths and weaknesses</li> <li>○ Match skills to tasks</li> <li>○ Collaborate and communicate</li> <li>○ Monitor and adjust as required</li> </ul> </li> <li>• Take part in chosen activity, carrying out own role to the agreed standards and timescales including:               <ul style="list-style-type: none"> <li>○ Understand your role</li> <li>○ Plan and organise</li> <li>○ Communicate effectively</li> <li>○ Maintain quality</li> <li>○ Manage time efficiently</li> <li>○ Adapt and improve accordingly</li> </ul> </li> </ul>

3. Know how to evaluate team working.

**Teaching will cover:**

- Evaluate team and own contribution to the completion of the task:
  - Self-evaluation
    - Achievements
    - Strengths
    - Areas for development
    - Feedback
  - Team evaluation
    - Collaboration
    - Role fulfilment
    - Problem solving
    - Outcome
  - Evaluation tools
    - Peer review
    - SWOT analysis
    - Performance metrics
  - Reflection
    - Celebrate success
    - Identify areas to improve
    - Set new goals
- Interpret feedback from team members including:
  - Active listening
  - Consider the feedback – common threads
  - Categorise the feedback
  - Reflect and plan
  - Communicate and review
- Produce action plan to develop own and team member's team working skills including:
  - Identify goals and objectives
  - Assess current skills
  - Develop a training programme
  - Assign roles and responsibilities
  - Effective communication
  - Monitor progress and adjust

Title	Understanding Child Protection	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE450	
Unit Reference No	T/617/5469	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of child protection issues, support agencies and legislation.		
Learning Outcomes		Assessment Criteria
1. Understand that all children have needs and rights.	1.1. Analyse the needs and rights of children. 1.2. Evaluate activities which encourage children to protect themselves.	
2. Understand the different types of child abuse.	2.1. Analyse signs and symptoms of possible child abuse. 2.2. Explain the effects of child abuse. 2.3. Summarise circumstances which may result in abusive situations.	
3. Understand how to respond to a child’s disclosure of abuse.	3.1. Explain the reporting procedure and documents to be completed once a disclosure has been made. 3.2. Research the role of at least three different child protection support agencies. 3.3. Summarise the procedure for signposting children to appropriate support agency. 3.4. Explain how to care for a child following disclosure. 3.5. Evaluate why confidentiality is important in relation to child protection.	
4. Understand the legislative framework surrounding issues of child protection.	4.1. Summarise key legislation relating to child protection. 4.2. Evaluate roles and responsibilities of key professionals in relation to child protection.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Understanding Child Protection
1. Understand that all children have needs and rights.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Analyse the needs and rights of children including:               <ul style="list-style-type: none"> <li>○ Needs of children                   <ul style="list-style-type: none"> <li>▪ Physical needs</li> <li>▪ Emotional psychological needs</li> <li>▪ Educational needs</li> <li>▪ Social needs</li> </ul> </li> <li>○ Rights of children                   <ul style="list-style-type: none"> <li>▪ Right to life, survival and development</li> <li>▪ Right to education</li> <li>▪ Right to protection</li> <li>▪ Right to participation</li> <li>▪ Right to health</li> <li>▪ Right to identity</li> </ul> </li> </ul> </li> <li>• Activities which encourage children to protect themselves including:               <ul style="list-style-type: none"> <li>○ Role play scenarios</li> <li>○ Interactive safety games</li> <li>○ Personal safety education</li> <li>○ Create a wellbeing box</li> <li>○ Open communication</li> <li>○ Online safety</li> <li>○ Safety drills</li> </ul> </li> </ul>
2. Understand the different types of child abuse.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Signs and symptoms of possible child abuse including:               <ul style="list-style-type: none"> <li>○ Physical abuse                   <ul style="list-style-type: none"> <li>▪ Unexplained injuries</li> <li>▪ Fear of going home</li> </ul> </li> <li>○ Emotional abuse                   <ul style="list-style-type: none"> <li>▪ Developmental delays</li> <li>▪ Low self esteem</li> <li>▪ Social withdrawal</li> <li>▪ Extreme behaviours</li> </ul> </li> <li>○ Sexual abuse                   <ul style="list-style-type: none"> <li>▪ Knowledge of sexual acts</li> <li>▪ Physical symptoms</li> <li>▪ STIs or pregnancy</li> <li>▪ Behavioural changes</li> </ul> </li> <li>○ Neglect                   <ul style="list-style-type: none"> <li>▪ Poor hygiene</li> <li>▪ Inadequate clothing</li> <li>▪ Frequently missing school</li> <li>▪ Neglect of medical needs</li> </ul> </li> </ul> </li> <li>• The effects of child abuse including:               <ul style="list-style-type: none"> <li>○ Physical</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Injuries</li> <li>▪ Chronic health issues</li> <li>○ Emotional and psychological effects <ul style="list-style-type: none"> <li>▪ Mental health disorders</li> <li>▪ Low self esteem</li> <li>▪ Behavioural issues</li> </ul> </li> <li>○ Cognitive and developmental effects <ul style="list-style-type: none"> <li>▪ Learning difficulties</li> <li>▪ Developmental delays</li> </ul> </li> <li>○ Social effects <ul style="list-style-type: none"> <li>▪ Trust issues</li> <li>▪ Social withdrawal</li> </ul> </li> <li>○ Long term consequences <ul style="list-style-type: none"> <li>▪ Substance abuse</li> <li>▪ Criminal behaviour</li> <li>▪ Intergenerational impacts</li> </ul> </li> <li>• Circumstances which may result in abusive situations including: <ul style="list-style-type: none"> <li>○ Family dynamics <ul style="list-style-type: none"> <li>▪ History of abuse</li> <li>▪ Substance abuse</li> <li>▪ Mental health issues</li> </ul> </li> <li>○ Socioeconomic factors <ul style="list-style-type: none"> <li>▪ Poverty and unemployment</li> <li>▪ Social isolation</li> </ul> </li> <li>○ Cultural and societal influences <ul style="list-style-type: none"> <li>▪ Cultural norms</li> <li>▪ Gender inequality</li> </ul> </li> <li>○ Relationship dynamics <ul style="list-style-type: none"> <li>▪ Power and control</li> <li>▪ Jealousy and possessiveness</li> </ul> </li> <li>○ Environmental stressors <ul style="list-style-type: none"> <li>▪ High stress environments</li> <li>▪ Exposure to violence</li> </ul> </li> </ul> </li> </ul>
3. Understand how to respond to a child's disclosure of abuse.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Explain the reporting procedure and documents to be completed once a disclosure has been made including: <ul style="list-style-type: none"> <li>○ Reporting procedure <ul style="list-style-type: none"> <li>▪ Immediate response</li> <li>▪ Document the disclosure</li> <li>▪ Report to authorities</li> </ul> </li> <li>○ Documents to be completed <ul style="list-style-type: none"> <li>▪ Incident report form</li> <li>▪ Referral form</li> <li>▪ Confidentiality agreement</li> <li>▪ Follow up documentation</li> </ul> </li> <li>○ Importance of proper of documentation <ul style="list-style-type: none"> <li>▪ Ensuring the child's safety</li> <li>▪ Legal compliance</li> <li>▪ Supporting investigations</li> </ul> </li> </ul> </li> <li>• Research the role of at least three different child protection support agencies including:</li> </ul>



		<ul style="list-style-type: none"> <li>○ Child Protection Services (CPS) <ul style="list-style-type: none"> <li>▪ Investigation</li> <li>▪ Intervention</li> <li>▪ Placement</li> </ul> </li> <li>○ UNICEF (United Nations International Children's Emergency Fund) <ul style="list-style-type: none"> <li>▪ Advocacy</li> <li>▪ Programs and services</li> <li>▪ Research and data collection</li> </ul> </li> <li>○ NSPCC (National Society for the Prevention of Cruelty to Children) <ul style="list-style-type: none"> <li>▪ Helpline services</li> <li>▪ Therapeutic services</li> <li>▪ Public awareness campaigns</li> </ul> </li> <li>• Summarise the procedure for signposting children to appropriate support agency including: <ul style="list-style-type: none"> <li>○ Initial assessment <ul style="list-style-type: none"> <li>▪ Identify needs</li> <li>▪ Gather information</li> </ul> </li> <li>○ Provide information <ul style="list-style-type: none"> <li>▪ Explain options</li> <li>▪ Offer resources</li> </ul> </li> <li>○ Facilitate contact <ul style="list-style-type: none"> <li>▪ Assist with contact</li> <li>▪ Follow up</li> </ul> </li> <li>○ Documentation <ul style="list-style-type: none"> <li>▪ Record details</li> <li>▪ Confidentiality</li> </ul> </li> <li>○ Ongoing support <ul style="list-style-type: none"> <li>▪ Monitor progress</li> <li>▪ Adjust support</li> </ul> </li> </ul> </li> <li>• Explain how to care for a child following disclosure including: <ul style="list-style-type: none"> <li>○ Immediate emotional support <ul style="list-style-type: none"> <li>▪ Listen and validate</li> <li>▪ Stay calm</li> </ul> </li> <li>○ Ensure safety <ul style="list-style-type: none"> <li>▪ Immediate protection</li> <li>▪ Safe environment</li> </ul> </li> <li>○ Follow reporting procedures <ul style="list-style-type: none"> <li>▪ Document the disclosure</li> <li>▪ Report to authorities</li> </ul> </li> <li>○ Provide ongoing support <ul style="list-style-type: none"> <li>▪ Emotional support</li> <li>▪ Professional help</li> </ul> </li> <li>○ Maintain confidentiality <ul style="list-style-type: none"> <li>▪ Privacy</li> </ul> </li> <li>○ Monitor and follow up <ul style="list-style-type: none"> <li>▪ Regular check ins</li> <li>▪ Adjust support</li> </ul> </li> </ul> </li> <li>• Evaluate why confidentiality is important in relation to child protection including: <ul style="list-style-type: none"> <li>○ Building Trust <ul style="list-style-type: none"> <li>▪ With children</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ With families</li> <li>○ Protecting privacy and dignity           <ul style="list-style-type: none"> <li>▪ Respecting personal information</li> <li>▪ Preventing exploitation</li> </ul> </li> <li>○ Encouraging open communication           <ul style="list-style-type: none"> <li>▪ Safe environment</li> <li>▪ Effective safeguarding</li> </ul> </li> <li>○ Legal and ethical obligations           <ul style="list-style-type: none"> <li>▪ Compliance with laws</li> <li>▪ Ethical standards</li> </ul> </li> <li>○ Preventing Harm           <ul style="list-style-type: none"> <li>▪ Avoiding retaliation</li> <li>▪ Minimising trauma</li> </ul> </li> </ul>
4. Understand the legislative framework surrounding issues of child protection.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Summarise key legislation relating to child protection including:           <ul style="list-style-type: none"> <li>○ Children Act 1989</li> <li>○ Children Act 2004</li> <li>○ Keeping Children safe in Education (KCSIE)</li> <li>○ United Nations Convention on the rights of the Child (UNCRC)</li> </ul> </li> <li>• Evaluate roles and responsibilities of key professionals in relation to child protection including:           <ul style="list-style-type: none"> <li>○ Social workers               <ul style="list-style-type: none"> <li>▪ Assessment and investigation</li> <li>▪ Case management</li> <li>▪ Support and counselling</li> <li>▪ Multi agency collaboration</li> </ul> </li> <li>○ Teachers and school staff               <ul style="list-style-type: none"> <li>▪ Observation and reporting</li> <li>▪ Creating a safe environment</li> <li>▪ Education and awareness</li> </ul> </li> <li>○ Healthcare Professionals               <ul style="list-style-type: none"> <li>▪ Identification and reporting</li> <li>▪ Medical examination and treatment</li> <li>▪ Support and referral</li> </ul> </li> <li>○ Law enforcement officers               <ul style="list-style-type: none"> <li>▪ Investigation and intervention</li> <li>▪ Collaboration with agencies</li> <li>▪ Legal proceedings</li> </ul> </li> <li>○ Child protection officers               <ul style="list-style-type: none"> <li>▪ Coordination and oversight</li> <li>▪ Policy implementation</li> <li>▪ Training and support</li> </ul> </li> </ul> </li> </ul>

Title	Understanding Coercive and Controlling Behaviour	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF684	
Unit Reference No	K/650/1389	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of coercive and controlling behaviour including the available support services.		
Learning Outcomes		Assessment Criteria
1. Understand what is meant by coercive and controlling behaviour.	1.1. Explain what is meant by coercive and controlling behaviours.	
2. Understand relevant legislation in relation to coercive and controlling behaviour.	2.1. Summarise key aspects of legislation relating to coercive and controlling behaviour. 2.2. Analyse the effectiveness of the legislation identified in AC 2.1 and its impact on all parties involved.	
3. Understand behaviours and indicators of coercive and controlling behaviour.	3.1. Explain different behaviours and indicators of coercive and controlling behaviour and how they are exhibited both online and in person.	
4. Understand the impact of coercive and controlling behaviour.	4.1. Explain why coercive and controlling behaviour is a form of damaging abusive behaviour. 4.2. Critically evaluate the impact of coercive and controlling behaviour on the wellbeing of different individuals.	
5. Understand different support services available for individuals experiencing coercion and control.	5.1. Summarise different support services available for individuals experiencing coercion and 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
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Understanding Coercive and Controlling Behaviour
1. Understand what is meant by coercive and controlling behaviour.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• What is meant by coercive and controlling behaviours including:               <ul style="list-style-type: none"> <li>○ Emotional and psychological abuse</li> <li>○ Isolating the victim</li> <li>○ Exploiting the individual</li> <li>○ Forcing an individual to do something</li> <li>○ Threatening/intimidating/manipulating</li> <li>○ Dominating someone's life and behaviour</li> <li>○ Restricting freedom and autonomy</li> </ul> </li> </ul>
2. Understand relevant legislation in relation to coercive and controlling behaviour.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Key aspects of legislation relating to coercive and controlling behaviour including:               <ul style="list-style-type: none"> <li>○ The Serious Crime Act 2015</li> <li>○ Legal consequences - Up to 5 years in prison</li> <li>○ Criteria for offence</li> <li>○ Personal connection</li> <li>○ Defences</li> </ul> </li> <li>• The effectiveness of the legislation identified in A.C. 2.1. and its impact on all parties involved including:               <ul style="list-style-type: none"> <li>○ Increased awareness and reporting</li> <li>○ Legal framework and prosecutions</li> <li>○ Support for victims</li> </ul> </li> <li>• Impact on victims including:               <ul style="list-style-type: none"> <li>○ Empowerment and safety</li> <li>○ Challenges in the legal process</li> </ul> </li> <li>• Impact on perpetrators               <ul style="list-style-type: none"> <li>○ Legal consequences</li> <li>○ Behavioural change</li> </ul> </li> <li>• Impact on the justice system               <ul style="list-style-type: none"> <li>○ Training and resources</li> <li>○ Challenges in prosecution</li> </ul> </li> </ul>
3. Understand behaviours and indicators of coercive and controlling behaviour.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Different behaviours and indicators of coercive and controlling behaviour and how they are exhibited both online and in person including:               <ul style="list-style-type: none"> <li>○ In person behaviour                   <ul style="list-style-type: none"> <li>▪ Isolation</li> <li>▪ Monitoring and surveillance</li> <li>▪ Economic control</li> <li>▪ Gaslighting</li> <li>▪ Threats and intimidation</li> </ul> </li> <li>○ Online behaviour                   <ul style="list-style-type: none"> <li>▪ Digital surveillance</li> <li>▪ Excessive communication</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Cyber stalking</li> <li>▪ Public humiliation</li> <li>▪ Restricting online interactions</li> </ul>
4. Understand the impact of coercive and controlling behaviour.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Why coercive and controlling behaviour is a form of damaging abusive behaviour including:             <ul style="list-style-type: none"> <li>○ Psychological and emotional impact                 <ul style="list-style-type: none"> <li>▪ Erosion of self esteem</li> <li>▪ Chronic stress and anxiety</li> <li>▪ Mental health issues</li> </ul> </li> <li>○ Social and economic impact                 <ul style="list-style-type: none"> <li>▪ Isolation</li> <li>▪ Economic dependence</li> </ul> </li> <li>○ Physical health impact                 <ul style="list-style-type: none"> <li>▪ Physical symptoms</li> <li>▪ Risk of escalation</li> </ul> </li> <li>○ Long term consequences                 <ul style="list-style-type: none"> <li>▪ Interpersonal relationships</li> <li>▪ Life opportunities</li> </ul> </li> </ul> </li> <li>• The impact of coercive and controlling behaviour on the wellbeing of different individuals including:             <ul style="list-style-type: none"> <li>○ Impact on victims                 <ul style="list-style-type: none"> <li>▪ Mental health</li> <li>▪ Emotional well being</li> <li>▪ Physical health</li> <li>▪ Social and economic impact</li> </ul> </li> <li>○ Impact on perpetrators                 <ul style="list-style-type: none"> <li>▪ Legal consequences</li> <li>▪ Psychological factors</li> </ul> </li> <li>○ Impact on children                 <ul style="list-style-type: none"> <li>▪ Emotional and psychological development</li> <li>▪ Social development</li> </ul> </li> <li>○ Impact on justice system                 <ul style="list-style-type: none"> <li>▪ Challenges in prosecution</li> <li>▪ Policy and practice</li> </ul> </li> </ul> </li> </ul>
5. Understand different support services available for individuals experiencing coercion and control.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Different support services available for individuals experiencing coercion and control including:             <ul style="list-style-type: none"> <li>○ Helplines and hotlines</li> <li>○ Online resources and counselling</li> <li>○ Legal and advocacy services</li> <li>○ Local support services</li> <li>○ Safety planning and emergency services</li> </ul> </li> </ul>

Title	Understanding Consent Within Relationships	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF685	
Unit Reference No	R/650/1390	
Learn Direct Code	HB1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the issues associated with consent within relationships, the responsibilities of individuals and the legal position.		
Learning Outcomes		Assessment Criteria
1. Understand consent within relationships.	1.1. Summarise what is meant by the term consent within relationships. 1.2. Explain how mutual respect and trust contributes to a healthy relationship.	
2. Understand responsibilities in relation to sexual consent.	2.1. Explain who is responsible for making sure that the other person has given their consent in a sexual relationship. 2.2. Illustrate with verbal and non-verbal examples how an individual can tell if a person or persons are giving sexual consent.	
3. Understand the law in relation to sexual consent.	3.1. Summarise the legal position in relation to the age of sexual consent. 3.2. Explain what is meant by abuse of position of trust offences.	
4. Understand the difference between consent and control and the support services available for individuals.	4.1. Critically evaluate consent and control within close personal and sexual relationships. 4.2. Summarise different support services available for individuals who did not provide consent.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Understanding Consent within Relationships
1. Understand consent within relationships.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• What is meant by the term consent within relationships including:               <ul style="list-style-type: none"> <li>○ Active and enthusiastic</li> <li>○ Ongoing</li> <li>○ Informed</li> <li>○ Freely given</li> </ul> </li> <li>• How mutual respect and trust contributes to a healthy relationship including:               <ul style="list-style-type: none"> <li>○ Mutual respect                   <ul style="list-style-type: none"> <li>▪ Valuing each other</li> <li>▪ Healthy communication</li> <li>▪ Boundaries</li> </ul> </li> <li>○ Trust                   <ul style="list-style-type: none"> <li>▪ Security and reliability</li> <li>▪ Emotional safety</li> <li>▪ Consistency</li> </ul> </li> </ul> </li> </ul>
2. Understand responsibilities in relation to sexual consent.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Who is responsible for making sure that the other person has given their consent in a sexual relationship including:               <ul style="list-style-type: none"> <li>○ The person initiating the sexual activity</li> <li>○ Ask explicitly for consent</li> <li>○ Observe nonverbal clues</li> <li>○ Respect boundaries</li> <li>○ Ongoing consent</li> </ul> </li> <li>• How an individual can tell if a person or persons are giving sexual consent with verbal and non-verbal examples including:               <ul style="list-style-type: none"> <li>○ Verbal                   <ul style="list-style-type: none"> <li>▪ Clear affirmation</li> <li>▪ Positive feedback</li> <li>▪ Asking for more</li> </ul> </li> <li>○ Non-verbal                   <ul style="list-style-type: none"> <li>▪ Body language</li> <li>▪ Active participation</li> <li>▪ Positive physical responses</li> </ul> </li> </ul> </li> </ul>
3. Understand the law in relation to sexual consent.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The legal position in relation to the age of sexual consent including:               <ul style="list-style-type: none"> <li>○ 16 yrs old is the legal age of consent of both parties</li> <li>○ Illegal if either party is under 16 yrs old</li> </ul> </li> <li>• What is meant by abuse of position of trust offences including:               <ul style="list-style-type: none"> <li>○ Definition and context                   <ul style="list-style-type: none"> <li>▪ Position of trust</li> <li>▪ Exploitation</li> </ul> </li> <li>○ Legal framework                   <ul style="list-style-type: none"> <li>▪ Sexual Offences Act 2003</li> <li>▪ Age considerations</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Examples of Offences <ul style="list-style-type: none"> <li>▪ Sexual activity</li> <li>▪ Coercion</li> <li>▪ Inappropriate relationships</li> </ul> </li> <li>○ Consequences <ul style="list-style-type: none"> <li>▪ Legal penalties</li> <li>▪ Professional repercussions</li> </ul> </li> </ul>
4. Understand the difference between consent and control and the support services available for individuals	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Consent and control within close personal and sexual relationships including: <ul style="list-style-type: none"> <li>○ Consent <ul style="list-style-type: none"> <li>▪ Definition and importance</li> <li>▪ Communication</li> <li>▪ Empowerment</li> </ul> </li> <li>○ Control <ul style="list-style-type: none"> <li>▪ Power dynamics</li> <li>▪ Coercion and manipulation</li> <li>▪ Trust and respect</li> </ul> </li> <li>○ Interplay between consent and control <ul style="list-style-type: none"> <li>▪ Healthy relationships</li> <li>▪ Unhealthy relationships</li> <li>▪ Red flags</li> </ul> </li> <li>○ Critical evaluation <ul style="list-style-type: none"> <li>▪ Awareness and education</li> <li>▪ Support systems</li> <li>▪ Legal and social frameworks</li> </ul> </li> </ul> </li> <li>• Different support services available for individuals who did not provide consent including: <ul style="list-style-type: none"> <li>○ Hotlines and helplines <ul style="list-style-type: none"> <li>▪ National sexual assault hotline</li> <li>▪ Local crisis centres</li> </ul> </li> <li>○ Counselling and Therapy <ul style="list-style-type: none"> <li>▪ Specialised therapists</li> <li>▪ Support groups</li> </ul> </li> <li>○ Medical services <ul style="list-style-type: none"> <li>▪ Hospitals and clinics</li> <li>▪ Sexual assault nurse examiners (SANEs)</li> </ul> </li> <li>○ Legal assistance <ul style="list-style-type: none"> <li>▪ Legal Aid Organisations</li> <li>▪ Victim advocacy programs</li> </ul> </li> <li>○ Online resources <ul style="list-style-type: none"> <li>▪ Websites and forums</li> <li>▪ Educational materials</li> </ul> </li> <li>○ Government and non-profit organisations <ul style="list-style-type: none"> <li>▪ Rape crisis centres</li> <li>▪ National and local NGOs</li> </ul> </li> </ul> </li> </ul>



Title	Understanding Job Market Trends	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE451	
Unit Reference No	K/617/5470	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to understand job market trends and the different forms of employment.		
Learning Outcomes		Assessment Criteria
1. Understand job market trends within today's society.		1.1. Explain what is meant by the term job market within today's society. 1.2. Evaluate employment opportunities in the following job markets: a) local b) national c) European d) global 1.3. Research and evaluate the impact of the following on workforce trends in the job market: a) Fourth Industrial Revolution b) new technologies c) knowledge economy d) globalisation
2. Understand different forms of employment.		2.1. Explain and evaluate the key characteristics of different forms of employment and the advantages and disadvantages of each.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit Title: Understanding Job Market Trends
1. Understand job market trends within today's society.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Explain what is meant by the term job market within today's society including:               <ul style="list-style-type: none"> <li>○ Supply and demand</li> <li>○ Economic conditions</li> <li>○ Technological advancements</li> <li>○ Globalisation</li> <li>○ Demographic changes</li> <li>○ Policy and regulation</li> </ul> </li> <li>• Employment opportunities in the following job markets:               <ul style="list-style-type: none"> <li>○ Local</li> <li>○ National</li> <li>○ European</li> <li>○ Global</li> </ul> </li> <li>• The impact of the following on workforce trends in the job market including:               <ul style="list-style-type: none"> <li>○ Fourth industrial revolution                   <ul style="list-style-type: none"> <li>▪ Automation and job displacement</li> <li>▪ Skill shifts</li> <li>▪ Increased productivity</li> </ul> </li> <li>○ New technologies                   <ul style="list-style-type: none"> <li>▪ Job creation and destruction</li> <li>▪ Remote work and flexibility</li> <li>▪ Continuous learning</li> </ul> </li> <li>○ Knowledge economy                   <ul style="list-style-type: none"> <li>▪ High demand for knowledge workers</li> <li>▪ Innovation and creativity</li> <li>▪ Global talent pool</li> </ul> </li> <li>○ Globalisation                   <ul style="list-style-type: none"> <li>▪ Job migration</li> <li>▪ Cultural diversity</li> <li>▪ Economic opportunities and inequality</li> </ul> </li> </ul> </li> </ul>
2. Understand different forms of employment.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The key characteristics of different forms of employment and the advantages and disadvantages of each including:               <ul style="list-style-type: none"> <li>○ Full time employment</li> <li>○ Part time employment</li> <li>○ Temporary employment</li> <li>○ Freelance/contract</li> <li>○ Seasonal employment</li> <li>○ Casual/zero-hour contracts</li> <li>○ Internships</li> </ul> </li> </ul>

Title	Using Social Media in Business	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE452	
Unit Reference No	M/617/5471	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to understand how to use social media effectively in business.		
Learning Outcomes		Assessment Criteria
1. Understand the opportunities and threats associated with using social media.	1.1. Critically compare the positive and negative aspects of using social media. 1.2. Explain the risks associated with using social media and how best to minimise these.	
2. Understand the application of social media.	2.1. Critically compare how various social media sites may be used by businesses and organisations. 2.2. Summarise potential risks to a business associated with using social media for marketing or promotion. 2.3. Demonstrate and critically compare the use of at least three commonly used social media platforms for marketing purposes.	
3. Be able to use social media for marketing and promotion.	3.1. Critically compare how businesses may use social media to market and promote products, services, brand and/or events. 3.2. Summarise issues that should be considered when planning a social media campaign including a) mobile or non-mobile platforms b) nature of campaign c) nature of product, service or event d) target market 3.3. Develop and implement a social marketing campaign for a given product, service, brand or event.	
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: Using Social Media in Business
1. Understand the opportunities and threats associated with using social media.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The positive and negative aspects of using social media including:               <ul style="list-style-type: none"> <li>○ Positive                   <ul style="list-style-type: none"> <li>▪ Increased brand awareness</li> <li>▪ Customer engagement</li> <li>▪ Cost-effective marketing</li> <li>▪ Targeted advertising</li> <li>▪ Market insights</li> <li>▪ Customer support</li> </ul> </li> <li>○ Negative                   <ul style="list-style-type: none"> <li>▪ Time consuming</li> <li>▪ Negative feedback</li> <li>▪ Security risks</li> <li>▪ Algorithm changes</li> <li>▪ Over reliance</li> <li>▪ Privacy concerns</li> </ul> </li> </ul> </li> <li>• Risks associated with using social media and how best to minimise these including:               <ul style="list-style-type: none"> <li>○ Risks                   <ul style="list-style-type: none"> <li>▪ Reputation damage</li> <li>▪ Security breaches</li> <li>▪ Privacy issues</li> <li>▪ Intellectual property theft</li> <li>▪ Compliance risks</li> <li>▪ Misinformation</li> </ul> </li> <li>○ Minimising risks                   <ul style="list-style-type: none"> <li>▪ Reputation management – monitor social media, engage positively</li> <li>▪ Security measures – strong passwords, restrict access, two factor authentication</li> <li>▪ Privacy protection – data policies, consumer consent</li> <li>▪ Intellectual property protection – watermark content, legal action</li> <li>▪ Compliance – stay informed, regular training</li> <li>▪ Combating misinformation - fact-check, transparency</li> </ul> </li> </ul> </li> </ul>
2. Understand the application of social media.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• How various social media sites may be used by businesses and organisations including:               <ul style="list-style-type: none"> <li>○ Facebook</li> <li>○ Instagram</li> <li>○ X</li> <li>○ LinkedIn</li> <li>○ Tik Tok</li> <li>○ YouTube</li> <li>○ Pinterest</li> </ul> </li> <li>• Summarise potential risks to a business associated with using social media for marketing or promotion including:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Reputation damage</li> <li>○ Security breaches</li> <li>○ Privacy issues</li> <li>○ Intellectual property theft</li> <li>○ Compliance risks</li> <li>○ Misinformation</li> <li>○ Algorithm changes</li> <li>○ Over reliance</li> <li>○ Resource intensive</li> <li>• Compare the use of at least three commonly used social media platforms for marketing purposes including:               <ul style="list-style-type: none"> <li>○ Facebook</li> <li>○ Instagram</li> <li>○ LinkedIn</li> <li>○ Compare their use for marketing</li> <li>○ Strengths</li> <li>○ Weaknesses</li> </ul> </li> <li>• Critical comparison               <ul style="list-style-type: none"> <li>○ Audience</li> <li>○ Content type</li> <li>○ Engagement</li> <li>○ Advertising</li> </ul> </li> </ul>
3. Be able to use social media for marketing and promotion	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Critically compare how businesses may use social media to market and promote products, services, brand and/or events including:               <ul style="list-style-type: none"> <li>○ Marketing products</li> <li>○ Promoting services</li> <li>○ Brand promotion</li> <li>○ Event promotion</li> </ul> </li> <li>• Summarise issues that should be considered when planning a social media campaign including:               <ul style="list-style-type: none"> <li>a) Mobile or non-mobile platforms                   <ul style="list-style-type: none"> <li>○ Mobile                       <ul style="list-style-type: none"> <li>▪ User experience</li> <li>▪ Content format</li> <li>▪ Accessibility</li> </ul> </li> <li>○ Non mobile                       <ul style="list-style-type: none"> <li>▪ Detailed content</li> <li>▪ User interaction</li> <li>▪ Platform specific features</li> </ul> </li> </ul> </li> <li>b) Nature of campaign                   <ul style="list-style-type: none"> <li>○ Awareness campaigns</li> <li>○ Engagement campaigns</li> <li>○ Conversions campaigns</li> </ul> </li> <li>c) Nature of product, service or event                   <ul style="list-style-type: none"> <li>○ Products                       <ul style="list-style-type: none"> <li>▪ Visual appeal</li> <li>▪ User reviews</li> <li>▪ Demonstrations</li> </ul> </li> <li>○ Services                       <ul style="list-style-type: none"> <li>▪ Expertise</li> <li>▪ Case studies</li> </ul> </li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Customer support</li> <li>○ Events <ul style="list-style-type: none"> <li>▪ Promotion</li> <li>▪ Live coverage</li> <li>▪ Post event content</li> </ul> </li> <li>d) Target market <ul style="list-style-type: none"> <li>○ Demographics</li> <li>○ Psychographics</li> <li>○ Behavioural</li> </ul> </li> <li>• Develop and implement a social marketing campaign for a given product, service, brand or event including: <ul style="list-style-type: none"> <li>○ Campaign development <ul style="list-style-type: none"> <li>▪ Define objectives</li> <li>▪ Identify target audience</li> <li>▪ Choose platforms</li> </ul> </li> <li>○ Campaign implementation <ul style="list-style-type: none"> <li>▪ Content strategy</li> <li>▪ Engagement strategy</li> <li>▪ Advertising strategy</li> <li>▪ Monitoring and analytics</li> </ul> </li> </ul> </li> </ul>
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Title	Work Experience Placement	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBE453	
Unit Reference No	T/617/5472	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to identify, organise, take part in and evaluate a work experience placement.		
Learning Outcomes		Assessment Criteria
1. Understand how to identify and set up a suitable work experience placement.	1.1. Explain the types of placement appropriate to own self-development. 1.2. Identify sources of guidance and support in setting up a placement. 1.3. Describe the processes required to organise a placement. 1.4. Describe practical issues which need to be taken into account when deciding on a suitable placement.	
2. Be able to organise and prepare for a work experience placement.	2.1. Demonstrate the processes required to organise a placement including health and safety considerations. 2.2. Summarise possible learning which may be gained from the placement identifying future opportunities for training and/or progression. 2.3. Develop an action plan for own personal development within a work placement.	
3. Be able to carry out activities in the workplace.	3.1. Identify the health and safety requirements associated with own role in placement. 3.2. Carry out tasks and activities to the required standard. 3.3. Explain how own responsibilities contribute to the work of the organisation.	
4. Be able to review and evaluate own personal development from the workplace experience.	4.1. Review own personal development plan on completion of work placement including influence on own future work choices. 4.2. Evaluate how the workplace experience has influenced ideas about own learning and work preferences in the future.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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



Learning Outcome	Unit Title: Work experience placement
<p>1. Understand how to identify and set up a suitable work experience placement.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Types of placements appropriate to own self-development including:               <ul style="list-style-type: none"> <li>○ Internships</li> <li>○ Apprenticeships</li> <li>○ Volunteering</li> <li>○ Job shadowing</li> <li>○ Co-op programmes</li> <li>○ Secondments</li> <li>○ Mentorships</li> </ul> </li> <li>• Sources of guidance and support in setting up a placement including:               <ul style="list-style-type: none"> <li>○ Educational institutions</li> <li>○ Career advisors and mentors</li> <li>○ Professional bodies and associations</li> <li>○ Online platforms and job boards</li> <li>○ Government programmes and initiatives</li> <li>○ Local business and community organisations</li> <li>○ Networking events and careers fairs</li> <li>○ University placement tutors</li> </ul> </li> <li>• The processes required to organise a placement including:               <ul style="list-style-type: none"> <li>○ Identify goals and objectives</li> <li>○ Research potential employers</li> <li>○ Prepare application materials</li> <li>○ Contact employers</li> <li>○ Prepare for interviews</li> <li>○ Complete necessary paperwork</li> <li>○ Research the organisation</li> </ul> </li> <li>• Practical issues which need to be taken into account when deciding on a suitable placement including:               <ul style="list-style-type: none"> <li>○ Location</li> <li>○ Duration and timing</li> <li>○ Financial considerations</li> <li>○ Role and responsibilities</li> <li>○ Company culture</li> <li>○ Support and supervision</li> <li>○ Learning opportunities</li> <li>○ Health and safety</li> <li>○ Networking opportunities</li> <li>○ Academic requirements</li> </ul> </li> </ul>
<p>2. Be able to organise and prepare for a work experience placement.</p>	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate the processes identified in A.C.1.3 including:               <ul style="list-style-type: none"> <li>○ Risk assessment</li> <li>○ Training and induction</li> <li>○ Supervision</li> <li>○ Personal protective equipment (PPE)</li> </ul> </li> <li>• Possible learning which may be gained from the placement identifying future opportunities for training and/or progression including:               <ul style="list-style-type: none"> <li>○ Key learning</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Technical skills</li> <li>▪ Soft skills</li> <li>▪ Professionalism</li> <li>▪ Personal development</li> <li>○ Future training opportunities               <ul style="list-style-type: none"> <li>▪ Further education</li> <li>▪ Professional development courses</li> <li>▪ On the job training</li> <li>▪ Career progression</li> </ul> </li> <li>• Action plan for own personal development within a work placement including:               <ul style="list-style-type: none"> <li>○ Set clear goals</li> <li>○ Conduct a self-assessment</li> <li>○ Identify learning opportunities</li> <li>○ Create a timeline</li> <li>○ Implement health and safety measures</li> <li>○ Monitor, review and adjust</li> </ul> </li> </ul>
3. Be able to carry out activities in the workplace.	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Health and safety requirements associated with own role in placement including:               <ul style="list-style-type: none"> <li>○ General health and safety requirements                   <ul style="list-style-type: none"> <li>▪ Risk assessment</li> <li>▪ Health and safety training</li> <li>▪ Supervision</li> <li>▪ Emergency procedures</li> <li>▪ Personal protective equipment (PPE)</li> </ul> </li> <li>○ Specific considerations for own role                   <ul style="list-style-type: none"> <li>▪ Work environment</li> <li>▪ Manual handling</li> <li>▪ Data handling and confidentiality</li> <li>▪ Sector specific regulations</li> </ul> </li> <li>○ Legal and organisational responsibilities                   <ul style="list-style-type: none"> <li>▪ Employers' duty of care</li> <li>▪ Own responsibilities</li> </ul> </li> </ul> </li> <li>• Carry out tasks and activities to the required standard in placement</li> <li>• How own responsibilities contribute to the work of the organisation including influence on own future work choices including:               <ul style="list-style-type: none"> <li>○ Achieving organisational goals                   <ul style="list-style-type: none"> <li>▪ Alignment of objectives</li> <li>▪ Quality of work</li> </ul> </li> <li>○ Enhancing team productivity                   <ul style="list-style-type: none"> <li>▪ Collaboration</li> <li>▪ Support</li> </ul> </li> <li>○ Innovation and improvement                   <ul style="list-style-type: none"> <li>▪ Problem solving</li> <li>▪ Feedback and ideas</li> </ul> </li> <li>○ Professional development                   <ul style="list-style-type: none"> <li>▪ Skill development</li> <li>▪ Mentorship and training</li> </ul> </li> <li>○ Maintaining a positive work environment                   <ul style="list-style-type: none"> <li>▪ Professionalism</li> <li>▪ Health and safety</li> </ul> </li> </ul> </li> </ul>

4. Be able to review and evaluate own personal development from the workplace experience.

**Teaching will cover:**

- Review own Personal development plan on completion of work placement including influence on own future work choices including:
  - Reflect on goals and achievements
  - Assess your performance
  - Identify key learnings
- Influence on future work choices
  - Further training
  - Career path
  - Action steps
- How the workplace experience has influenced ideas about own learning and work preferences in the future including:
  - Learning preferences
    - Experiential learning
    - Feedback and reflection
    - Learning styles
  - Work preferences
    - Work environment
    - Team dynamics
    - Task variety
  - Future opportunities
    - Skill development
    - Career pathways
    - Networking

Title	Design Thinking	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBF814	
Unit Reference No	D/650/2609	
Learn Direct Code	HB1	
Unit purpose and aim(s): This unit will enable the learner to know how to apply the design thinking process in creative problem solving.		
Learning Outcomes	Assessment Criteria	
1. Understand design thinking.	1.1. Explain what is meant by design thinking and its purpose. 1.2. Explain why empathy is important in the design thinking process.	
2. Understand the importance of design thinking for current and future workforces.	2.1. Evaluate the importance of design thinking for current and future workforces.	
3. Understand the stages of the design thinking process.	3.1. Explain the following design thinking process stages: a) empathy b) define c) ideate d) prototype e) test	
4. Be able to apply the design thinking process to a real-world problem.	4.1. Apply the design thinking process stages identified in AC 3.1 to a real-world problem, working collaboratively within a team.	
5. Be able to present solutions to problems.	5.1. Develop and present, as part of the team, a possible solution to the real-world problem identified in AC 4.1. to a given audience.	
6. Be able to evaluate the skills, qualities and experience gained from participating in the design thinking process.	6.1. Evaluate the skills, qualities and experience gained from participating in the design thinking activities undertaken in AC 4.1. and how own employability skills have been improved.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Learning Outcome	Unit Title: Design Thinking
1. Understand design thinking.	<b>Scope</b>  <b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• What is meant by design thinking and its purpose including:               <ul style="list-style-type: none"> <li>○ Empathise</li> <li>○ Define</li> <li>○ Ideate</li> <li>○ Prototype</li> <li>○ Test</li> </ul> </li> <li>• Why empathy is important in the design thinking process including:               <ul style="list-style-type: none"> <li>○ Understanding user needs</li> <li>○ Human centred solutions</li> <li>○ Enhanced creativity</li> <li>○ Improved problem solving</li> <li>○ Stronger collaboration</li> <li>○ Increased market success</li> </ul> </li> </ul>
2. Understand the importance of design thinking for current and future workforces.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• The importance of design thinking for current and future workforces including:               <ul style="list-style-type: none"> <li>○ Fosters innovation</li> <li>○ Enhances user centricity</li> <li>○ Improves collaboration</li> <li>○ Adaptability and resilience</li> <li>○ Skill development</li> <li>○ Future proofing careers</li> </ul> </li> </ul>
3. Understand the stages of the design thinking process.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Design thinking process stages including:               <ul style="list-style-type: none"> <li>a) Empathy</li> <li>b) Define</li> <li>c) Ideate</li> <li>d) Prototype</li> <li>e) Test</li> <li>f) Implement</li> </ul> </li> </ul>
4. Be able to apply the design thinking process to a real-world problem.	<b>Teaching will cover:</b> <ul style="list-style-type: none"> <li>• Apply the design thinking process stages identified in AC 3.1 to a real-world problem, working collaboratively within a team including:               <ul style="list-style-type: none"> <li>○ Empathy                   <ul style="list-style-type: none"> <li>▪ Understand the problem</li> <li>▪ Collaborate</li> </ul> </li> <li>○ Define                   <ul style="list-style-type: none"> <li>▪ Identify the core problem</li> <li>▪ Create a problem definition</li> </ul> </li> <li>○ Ideate                   <ul style="list-style-type: none"> <li>▪ Brainstorm solutions</li> <li>▪ Collaborate and refine</li> </ul> </li> <li>○ Prototype</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ Build prototypes/solutions to problem</li> <li>▪ Involves team members in all stages</li> <li>○ Test               <ul style="list-style-type: none"> <li>▪ User testing</li> <li>▪ Iterate</li> </ul> </li> <li>○ Implement               <ul style="list-style-type: none"> <li>▪ Develop final solution</li> <li>▪ Collaborate on implementation</li> </ul> </li> </ul>
5. Be able to present solutions to problems.	<b>Teaching will cover:</b>	<ul style="list-style-type: none"> <li>• Develop and present, as part of a team, a possible solution to the real-world problem identified in AC 4.1 to a given audience including:               <ul style="list-style-type: none"> <li>○ Identify the problem</li> <li>○ Research and brainstorm</li> <li>○ Develop a solution</li> <li>○ Assign roles and tasks</li> <li>○ Create a presentation</li> <li>○ Prepare for questions</li> <li>○ Present to audience</li> </ul> </li> </ul>
6. Be able to evaluate the skills, qualities and experience gained from participating in the design thinking process	<b>Teaching will cover:</b>	<ul style="list-style-type: none"> <li>• Evaluate the skills, qualities and experience gained from participating in the design thinking activities undertaken in AC 4.1 and how own employability skills have been improved including:               <ul style="list-style-type: none"> <li>○ Skills and Qualities gained:                   <ul style="list-style-type: none"> <li>▪ Empathy and emotional intelligence</li> <li>▪ Creative problem solving</li> <li>▪ Collaboration and Teamwork</li> <li>▪ Critical thinking and Analysis</li> <li>▪ Prototyping and Iteration</li> <li>▪ User-Centric Mindset</li> </ul> </li> <li>○ Experience gained:                   <ul style="list-style-type: none"> <li>▪ Real world application</li> <li>▪ Project management</li> <li>▪ Feedback and Adaptation</li> </ul> </li> <li>○ Improvement in Employability Skills                   <ul style="list-style-type: none"> <li>▪ Enhanced communication</li> <li>▪ Increased innovation capability</li> <li>▪ Stronger Team Dynamics</li> <li>▪ Adaptability and resilience</li> <li>▪ User centric approach</li> </ul> </li> </ul> </li> </ul>

## 11. Quality Assurance of Centre Performance

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### 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](http://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

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### 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](http://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 3 Award in Employability and Professional Development Skills**

**Qualification Number: 603/4355/2**

**OCN NI Level 3 Certificate in Employability and Professional Development Skills**

**Qualification Number: 603/4356/4**

**OCN NI Level 3 Diploma in Employability and Professional Development Skills**

**Qualification Number: 603/4357/6**

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Operational start date: 15 April 2019

Review date:

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