Qualification Specification:

OCN NI Level 2 Award in Youth Work Practice
  ➤ **Qualification No: 610/6654/0**

OCN NI Level 2 Certificate in Youth Work Practice
  ➤ **Qualification No: 610/6653/9**

Version: 2.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Assessor and Internal Quality Assurer Qualification criteria has been amended.	2.0
	Minimum age requirement reduced to 17	
	Level 2 Diploma to expire	

2. Contents

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

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

Open College Network Northern Ireland
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90 463990
Website: **www.ocnni.org.uk**
Email: info@ocnni.org.uk

4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Award and Certificate in Youth Work Practice.**

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

The qualification specification will detail the following aspects of the OCN NI Level 2 Award and Certificate in Youth Work Practice.

- **Qualification Features**: this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content**: this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.

- **Assessment Requirements**: this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering these qualifications must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualifications.

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

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1   Additional Support

OCN NI offers a comprehensive range of support services designed to assist Centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support Centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to Centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

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

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Youth Work Practice
- **Qualification No: 610/6654/0**

OCN NI Level 2 Certificate in Youth Work Practice
- **Qualification No: 610/6653/9**

Operational start date: 06 November 2025
Review date: 31 October 2030

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

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

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

5.2 Sector Subject Area

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

13.1 Teaching and Lecturing

This qualification has been mapped to the following National Occupational Standards:

NOS:

CLD YW01 - Initiate, build and maintain relationships with young people
CLD YW02 - Assist young people to learn and engage with the youth work service

CLD YW07 - Apply youth work values and principles in group work
CLD YW06 - Explore the concept of values and beliefs with young people
CLD YW15 - Assist young people to assess risk and make informed choices in the management of their health and well-being
CLD YW11 - Plan, prepare and facilitate learning activities with young people
CLD YW25 - Work as an effective and critically reflective youth work practitioner
CLD YW03 - Comply with legal, regulatory and ethical requirements when carrying out youth work
CLD YW17 - Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
CLD YW05 - Enable young people to identify, reflect and use their learning to enhance their future development
CLD YW24 - Work as an effective and critically reflective youth work practitioner

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aims and Objectives

Qualifications' Aim

The OCN NI Level 2 Award and Certificate in Youth Work Practice have been designed to provide the necessary training and qualifications for youth work staff and volunteers who work or intend to work in youth work settings.

Qualifications' Objectives

The qualifications will provide the learner with opportunities to understand and explore the following areas in Youth Work:

- Understand the role of the Youth Worker
- Values and principles in Youth Work
- Understand the developmental needs of Young People within Youth Work
- Effective communication skills in a Youth Work setting
- Safeguarding Young People within a Youth Work Context
- Group Development within Youth Work Programmes
- Planning an Activity based Youth Work Programme
- Facilitating an Activity based Youth Work Programme
- Evaluating an Activity Based Youth Work Programme

5.5 Target Learners

The Level 2 Award will be suited to those staff and volunteers in the youth sector, or in allied areas of work with young people, who have little or no experience of youth work and who are starting out.

The Level 2 Certificate will be particularly suited to those who have some limited experience in youth work and want to further develop their skills.

5.6 Entry Requirements

Learners must be at least 17 years of age on completion of the qualification.

5.7   Progression

The OCN NI Level 2 qualifications in Youth Work Practice enable progression from Award to Certificate and provides a pathway to level 3 Youth Work qualifications. These qualifications assist progression to the Ulster University Level 4 Certificate in Youth Studies and the BSc (Hons) in Community Youth Work.

5.8   Delivery Language

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

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurer

*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 and have evidence of

maintaining occupational competence through continuing learning and development within the past 3 years.

- **Qualifications:** Tutors must hold an NSETS/JNC recognised professional youth work qualification. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

- **Relevant Youth Work Experience:** In addition to academic qualifications, tutors must have a minimum of three years of full-time relevant practical youth work experience including delivering on the job training programmes.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors.

6.5   Assessor Requirements

The assessment of these qualifications takes place within the Centre and is subject 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:

- **Qualifications:** Assessors must hold an NSETS/JNC recognised professional youth work qualification and have completed OCN NI Assessor Training.

- **Occupational Competency**: Assessors must demonstrate evidence of maintaining occupational competence through continuing learning and development within the past 3 years including evidence of 3 years of full-time youth work practice. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills.

- **Relevant Youth Work Experience:** A minimum of three years of practical experience is a prerequisite where applicable. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.

- **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.

- **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:

- **Qualifications:** Internal Quality Assurers must hold an NSETS/JNC recognised professional youth work qualification and have completed OCN NI Internal Quality Assurer Training.

- **Occupational Competency**: Internal Quality Assurers must demonstrate evidence of maintaining occupational competence through continuing learning and development within the past 3 years including evidence of 3 years of full-time youth work practice. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills.

- **Relevant Youth Work Experience:** A minimum of three years of practical experience is a prerequisite. This practical background is essential for Internal Quality Assurers to effectively evaluate a learner's capabilities in real-world contexts.

- **Thorough Evaluation of Assessment Tasks and Activities:** Internal Quality Assurers are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Award and Certificate in Youth Work Practice have been designed to provide the necessary training and qualifications for youth work staff and volunteers who work or intend to work in youth work settings. The qualifications will enable the learner to understand values and principles in youth work, effective communication skills and how to plan, facilitate and evaluate an activity-based youth work programme.

7.2 Qualification Level

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

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 2 Award in Youth Work Practice
Total Qualification Time (TQT):110 hours
Total Credits Required: 11 credits
Guided Learning Hours (GLH): 88 hours
OCN NI Level 2 Certificate in Youth Work Practice
Total Qualification Time (TQT): 190 hours
Total Credits Required: 19 credits
Guided Learning Hours (GLH): 152 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Youth Work Practice** learners must complete all Award units for a total of 11 credits.

To achieve the **OCN NI Level 2 Certificate in Youth Work Practice** learners must complete all Certificate units for a total of 19 credits.

8. Assessment Structure

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

8.1   Assessment Guidance: Portfolio

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

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

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

8.2   Understanding the Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **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 2 Award in Youth Work Practice
Total Qualification Time (TQT) for this qualification: 110 hours
Guided Learning Hours (GLH) for this qualification: 88 hours

In order to achieve this qualification, the learner must successfully complete all 6 units listed under the Award, for a total of 11 credits.

OCN NI Level 2 Certificate in Youth Work Practice
Total Qualification Time (TQT) for this qualification: 190 hours
Guided Learning Hours (GLH) for this qualification: 152 hours

In order to achieve this qualification, the learner must successfully complete all 9 units listed under the Certificate, for a total of 19 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
L2 Award in Youth Work Practice					
A/651/8052	CBG868	Understand the Role of the Youth Worker	2	16	Two
D/651/8053	CBG869	Values and Principles in Youth Work	2	16	Two
F/651/8054	CBG872	Understand the Developmental Needs of Young People within Youth Work	1	8	Two
H/651/8055	CBG873	Effective Communication Skills in a Youth Work setting	2	16	Two
J/651/8056	CBG874	Safeguarding Young People within a Youth Work Context	2	16	Two
K/651/8057	CBG875	Group Development within Youth Work Programmes	2	16	Two

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
L2 Certificate in Youth Work Practice					
A/651/8052	CBG868	Understand the Role of the Youth Worker	2	16	Two
D/651/8053	CBG869	Values and Principles in Youth Work	2	16	Two
F/651/8054	CBG872	Understand the Developmental Needs of Young People within Youth Work	1	8	Two
H/651/8055	CBG873	Effective Communication Skills in a Youth Work setting	2	16	Two
J/651/8056	CBG874	Safeguarding Young People within a Youth Work Context	2	16	Two
K/651/8057	CBG875	Group Development within Youth Work Programmes	2	16	Two
L/651/8058	CBG876	Planning an Activity-Based Youth Work Programme	3	24	Two
M/651/8059	CBG877	Facilitating an Activity-Based Youth Work Programme	3	24	Two
Y/651/8060	CBG878	Evaluating an Activity-Based Youth Work Programme	2	16	Two

10. Unit Content

Title	Understand the Role of the Youth Worker
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG868
Unit Reference No	A/651/8052
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to understand the role of the Youth Worker including requirements to practice, how to build sustainable relationships and respond to challenging behaviour.

Learning Outcomes	Assessment Criteria
1. Understand approaches to youth work.	1.1. Define youth work. 1.2. Describe youth work approaches that may be used in different settings.
2. Understand the requirements to practice within youth work.	2.1. Describe the skills, knowledge, qualities and values required to practice as a youth worker. 2.2. Reflect on own skills, knowledge, qualities and values required to practice youth work and identify areas for development.
3. Understand how to build sustainable relationships within a youth work context.	3.1. Describe how to begin building relationships with young people. 3.2. Describe how to sustain relationships with young people in a youth work setting. 3.3. Describe different boundaries of the youth worker role when working with young people.
4. Understand how to respond to challenging behaviour.	4.1. Outline what is meant by the term challenging behaviour. 4.2. Describe how to address different types of challenging behaviour.

Assessment Guidance
NOS:
CLD YW01 - Initiate, build and maintain relationships with young people
CLD YW02 - Assist young people to learn and engage with the youth work service
CLD YW07 - Apply youth work values and principles in group work

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	Record of observation Learner notes/written work Learner log

	learners to practise and apply skills and knowledge	
E-assessment	The use of information technology to assess learners' work	Electronic portfolio
E-tests

Learning Outcome	Unit Title: Understand the role of the youth worker
1. Understand approaches to youth work.	Scope:
Teaching will cover:
• What is youth work?
• Reflection on learner's experience of youth work
• Youth work contexts – which might include centre-based, school-based, faith-based, sports, youth justice, outdoor etc
• Youth work approaches - which might include outreach, detached, outdoor based-learning, generic, targeted, strengths-based, young-person centred, information sharing, creative approaches including art and drama, one to one, group work etc
2. Understand the requirements to practice within youth work.	Scope:
Teaching will cover:
• Skills – an introduction to the skills needed to be a youth worker – could include building relationships, interpersonal skills and communication, group-work, mentoring and one to one, organisational skills, establishing boundaries, confidence building, reflective practice, problem solving, teamwork
• Knowledge – introduction to knowledge needed to be a youth worker – could include legal and organisational policies and ethical requirements including health & safety, safeguarding and codes of conduct (please note these are explored in more detail in unit 5); Issues that affect young people could include self-esteem, confidence, image, drugs and alcohol, peer pressure, loneliness; how to build and maintain trust and rapport with young people; young people's rights
• Qualities- introduction to qualities needed to be a youth worker – could include adaptability; resilience; consistency; compassionate; reliable; respectful; self-aware
• Values – need to highlight the meaning of a value and the difference between a value and a quality. Explain types of values a youth worker should hold – could include young person-centred; belief in young people's rights; respect; integrity; acceptance; belief in diversity; equity; inclusion.
• Introduction to reflective practice
3. Understand how to build sustainable relationships within a youth work context.	Scope:
Teaching will cover:
• Building trust and rapport
• Interpersonal skills (brief introduction to Rogers or Nelson-Jones)
• How to maintain an effective relationship with young people
• Boundaries needed within the youth worker / young person relationship e.g. appropriate confidentiality, regard to how

	much personal information to share, code of conduct, avoiding dependency etc
4. Understand how to respond to challenging behaviour.	Scope: Teaching will cover: • What is challenging behaviour? To include examples • Understand the reasons behind challenging behaviour. What might the young person be trying to communicate • De-escalation • Self-reflection on what challenges you as a youth worker • How to address various types of challenging behaviour

Title	Values and Principles in Youth Work
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG869
Unit Reference No	D/651/8053
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to understand the values and principles in Youth Work.

Learning Outcomes	Assessment Criteria
1. Understand the values and principles of youth work and how they apply to youth work practice.	1.1. Describe the values and principles of youth work and how they apply to youth work practice. 1.2. Describe what is meant by participation.
2. Understand the importance of diversity, equality and inclusion for young people.	2.1. Describe how diversity, equality and inclusion can impact young people. 2.2. Describe interventions that can address inequality and inclusion in a youth work setting.

Assessment Guidance
NOS:

CLD YW06 - Explore the concept of values and beliefs with young people
CLD YW07 - Apply youth work values and principles in group work

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Values and Principles in Youth Work
1. Understand the values and principles of youth work and how they apply to youth work practice	Scope: Teaching will cover: • What is a value? • Values that underpin youth work practice including acceptance, respect, young-person centred, justice • Principles that underpin youth work practice including equity, youth-led approaches, voluntary engagement, diversity • The principle of participation – meaningful participation, having a say, being listened to and influencing decision making, benefits of participation
2. Understand the importance of diversity, equity and inclusion for young people	Scope: Teaching will cover: • What is meant by diversity • What is meant by equity • What is meant by inclusion • The impact of diversity, equity and inclusion on young people • The impact of inequality and exclusion on young people • How to address inequality and inclusion in youth work settings

Title	Understand the Developmental Needs of Young People within Youth Work
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBG872
Unit Reference No	F/651/8054
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to understand the stages of development and the issues that impact on young people.

Learning Outcomes	Assessment Criteria
1. Understand the stages of young people's development.	1.1. Identify the changes young people may experience growing up. 1.2. Describe the influences that affect young people's development including: a) individual and family background b) health c) social and cultural environment
2. Understand issues that impact on young people.	2.1. Describe issues that impact on young people. 2.2. Describe transitions that may affect young people's behaviour and development.

Assessment Guidance
NOS:

CLD YW15 - Assist young people to assess risk and make informed choices in the management of their health and well-being

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Understand the Developmental Needs of Young People within Youth Work
1. Understand the stages of young people's development.	Scope: Teaching will cover: • Developmental changes young people experience growing up -could use Erikson's Psychosocial Human Development model or Mia Kellmer Pringle • Impact individual and family background, health and social and cultural environment has on development
2. Understand issues that impact on young people.	Scope: Teaching will cover: • Typical issues which affect young people – might include self-esteem, confidence, image, drugs and alcohol, peer pressure, loneliness, family break-up, bullying, social media, sexuality, gender • Specific issues which affect young people the learners work with • Key transitions in young people's lives e.g. from primary school to secondary school, becoming a teenager, moving living accommodation/area, divorcing parents, becoming a blended family, bereavement etc.

Title	Effective Communication Skills in a Youth Work Setting
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG873
Unit Reference No	H/651/8055
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to be able to communicate effectively in a Youth Work setting.

Learning Outcomes	Assessment Criteria
1. Understand different methods of communication in youth work settings.	1.1. Describe different methods of communication in youth work settings.
2. Be able to communicate effectively with young people in a youth work setting.	2.1. Demonstrate effective communication skills you would use with young people in a youth work setting. 2.2. Reflect on own communication skills and identify areas for improvement.
3. Be able to develop a learning resource that responds to young people's needs.	3.1. Develop a learning resource which responds to young people's needs. 3.2. Present and reflect on the resource developed in 3.1.
4. Understand the importance of teamwork within the youth work context.	4.1. Outline the different roles and responsibilities of team members within a youth work setting. 4.2. Describe communication methods that make an effective team.

Assessment Guidance
NOS:

CLD YW11 - Plan, prepare and facilitate learning activities with young people
CLD YW25 - Work as an effective and critically reflective youth work practitioner

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Effective Communication Skills in a Youth Work Setting
1. Understand different methods of communication in youth work settings.	Scope: Teaching will cover: • Methods of communication including verbal, written, augmentative (e.g. sign-language, Makaton), different sources such as digital, in-person. • Active listening • Verbal and non-verbal communication (SOLER) • Listening to understand rather than defend
2. Be able to communicate effectively with young people in a youth work setting.	Scope: Teaching will cover: • Practice of communication skills • How to self-reflect on personal communication strengths and challenges
3. Be able to develop a learning resource that responds to young people's needs.	Scope: Teaching will cover: • How to identify needs of young people • Examples of learning resources used within youth work settings • Guidance on developing a learning resource including how to choose a topic, age and target group the resource is aimed at, how to choose an appropriate format, consideration of how the learning resource can respond to the needs of young people
4. Understand the importance of teamwork within the youth work context.	Scope: Teaching will cover: • What makes good teamwork? • Team building exercises • Team roles and responsibilities • Communication methods which make effective teams e.g. active listening, written and verbal, clarifying and summarising, two-way feedback

Title	Safeguarding Young People within a Youth Work Context
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG874
Unit Reference No	J/651/8056
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to understand health and safety procedures and safeguarding procedures in Youth Work.

Learning Outcomes	Assessment Criteria
1. Understand health and safety procedures in a youth work setting.	1.1. Explain why health and safety procedures are important within a youth work setting. 1.2. Describe how to implement health and safety procedures in a youth work setting including: a) risk assessment b) incident reporting c) creating a safe environment
2. Understand safeguarding procedures within youth work.	2.1. Explain why safeguarding is important within youth work. 2.2. Describe how to implement safeguarding procedures in own youth work setting including: a) prevention of abuse b) being observant of signs of abuse c) reporting and record keeping

Assessment Guidance
NOS:

CLD YW03 - Comply with legal, regulatory and ethical requirements when carrying out youth work
CLD YW17 - Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Safeguarding Young People within a Youth Work Context
1. Understand health and safety procedures in a youth work setting	Scope: Teaching will cover: - What is meant by health and safety - Examples of health and safety measures that need to be implemented in a youth work setting - The importance of health and safety procedures - What is risk assessment and how this is carried out - What is the youth worker's responsibilities to ensure health and safety including how to create a safe environment
2. Understand safeguarding procedures within youth work	Scope: Teaching will cover: - What is meant by safeguarding - Why safeguarding is important in the youth work setting - Procedures for ensuring prevention of abuse - How to notice signs of abuse - How to record and report abuse

Title	Group Development within Youth Work Programmes
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG875
Unit Reference No	K/651/8057
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to understand group development within Youth Work programmes.

Learning Outcomes	Assessment Criteria
1. Understand how groups are formed and maintained.	1.1. Describe the reasons why young people join groups. 1.2. Illustrate the strengths and weaknesses of group work. 1.3. Identify how to maintain a group and reasons why they may break up.
2. Understand the stages of group development.	2.1. Identify the stages of group development. 2.2. Describe various group roles. 2.3. Describe the role of the youth worker at each stage of group development. 2.4. Describe how to address conflict if it arises within a group setting.
3. Understand how young people learn in groups.	3.1. Describe how programmes could be developed to meet the learning needs of all participants. 3.2. Describe a range of ways young people learn.

Assessment Guidance
NOS:

CLD YW05 - Enable young people to identify, reflect and use their learning to enhance their future development
CLD YW07 - Apply youth work values and principles in group work

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Group Development within Youth Work Programmes
1. Understand how groups are formed and maintained.	Scope: Teaching will cover: • Reasons people join groups • Group work approaches in youth work • Benefits of the group work approach • How to maintain a group (e.g. draw on 'Working more creatively with groups' J Benson)
2. Understand the stages of group development.	Scope: Teaching will cover: • Stages of group development (e.g. Tuckman's stages of group development • Group roles • Dealing with conflict in a group work setting (include learning agreements, de-escalation • The youth worker as group facilitator (e.g. Herons' intervention questionnaire)
3. Understand how young people learn in groups.	Scope: Teaching will cover: • Learning styles (VARK or Kolb's theory) • How to pay attention to learning styles when designing programmes

Title	Planning an Activity-Based Youth Work Programme
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG876
Unit Reference No	L/651/8058
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to be able to plan an activity-based Youth Work programme.

Learning Outcomes	Assessment Criteria
1. Plan an activity-based youth work programme using the plan, do, review approach.	1.1. Plan an activity-based youth work programme using the plan, do, review approach to include: a) how to identify the learning needs of young people and respond appropriately b) a written programme plan and session breakdown c) appropriate resources d) safeguarding and health and safety requirements e) contract f) evaluation 1.2. Describe the roles and responsibilities when co-facilitating.
2. Understand the importance of programme preparation and creating a climate conducive to learning.	2.1. Outline the process for programme preparation and creating a climate conducive to learning to include: a) appropriate consent forms b) risk assessments

Assessment Guidance
NOS:

CLD YW11 - Plan, prepare and facilitate learning activities with young people

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Planning an Activity-Based Youth Work Programme
1. Plan an activity-based youth work programme using the plan, do, review approach.	Scope: Teaching will cover: • How to plan a programme (e.g. how to use the NAOMIE tool to guide) • How to use a session plan • How to consider health and safety requirements • How to meet the needs of young people through a programme • How to evaluate a programme • How to establish a contract/learning agreement • Co-facilitation
2. Understand the importance of programme preparation and creating a climate conducive to learning.	Scope: Teaching will cover: • How to create an environment which is conducive to learning • How to write a consent form • How to carry out a risk assessment

Title	Facilitating an Activity-Based Youth Work Programme
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG877
Unit Reference No	M/651/8059
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to be able to facilitate an activity-based Youth Work programme.

Learning Outcomes	Assessment Criteria
1. Know how to facilitate an activity-based youth work programme using the plan, do, review approach.	1.1. Demonstrate the facilitation of an activity-based youth work programme using the plan, do, review approach to include: a) conducive learning environment b) inclusive practice c) appropriate resources d) evaluation e) agency policy and procedures
2. Be able to use different facilitation styles and maintain best practice to promote learning in a group.	2.1. Demonstrate a range of facilitation styles which incorporate best practice to different group situations. 2.2. Outline how you could apply and adapt different facilitation styles as appropriate.

Assessment Guidance
NOS:

CLD YW11 - Plan, prepare and facilitate learning activities with young people

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Facilitating an Activity-Based Youth Work Programme
1. Know how to facilitate an activity-based youth work programme using the plan, do, review approach.	Scope: Teaching will cover: • Facilitation skills • Programme methods • How to ensure inclusive practice
2. Be able to use different facilitation styles and maintain best practice to promote learning in a group.	Scope: Teaching will cover: • Facilitation styles (Revisit Heron's intervention questionnaire) • How to use a range of facilitation styles

Title	Evaluating an Activity-Based Youth Work Programme
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBG878
Unit Reference No	Y/651/8060
Learn Direct Code	GB1

Unit purpose and aim(s): This unit will enable the learner to be able to evaluate an activity-based Youth Work Programmes.

Learning Outcomes	Assessment Criteria
1. Know how to evaluate programmes and participant progress.	1.1. Demonstrate ways to evaluate own programme. 1.2. Demonstrate methods to evaluate participant progress to include participants personal reflection.
2. Understand the need to reflect on own youth work practice.	2.1. Describe the need for a youth worker to reflect on their own practice. 2.2. Demonstrate reflective practice identifying areas for improvement.

Assessment Guidance
NOS:

CLD YW24 - Work as an effective and critically reflective youth work practitioner

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Evaluating an Activity-Based Youth Work Programme
1. Know how to evaluate programmes and participant progress.	Scope: Teaching will cover: • Evaluation methods • Choosing the most appropriate evaluation method • How to assess participant progress (e.g. baseline questionnaires)
2. Understand the need to reflect on own youth work practice.	Scope: Teaching will cover: • Introduction to reflective practice (e.g. Kolb's reflective cycle) • The importance of reflective practice for the youth worker

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing these qualifications, Centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2   Internal Qualify Assurer

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:
  - o the time required for training and standardisation activities
  - o the time available to undertake teaching and carry out assessment,
  - o consider when learners may complete assessments and when quality assurance will take place
  - o the completion dates for different assessment tasks
  - o the date by which the assignment needs to be internally verified
  - o sampling strategies
  - o how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
  - o how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

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

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

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

11.5 Standardisation

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

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

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

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

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

12. Administration

12.1 Registration

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

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

12.2 Certification

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

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

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

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5   Retention of Evidence

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

OCN NI Level 2 Award in Youth Work Practice
Qualification Number: 610/6654/0

OCN NI Level 2 Certificate in Youth Work Practice
Qualification Number: 610/6653/9

Operational start date: 06 November 2025
Review date: 31 October 2030

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

Phone: 028 90 463990
Email: info@ocnni.org.uk
Web: **www.ocnni.org.uk**