



Qualification Specification:

OCN NI Level 1 Award in Community Development

- **Qualification No: 603/0492/3**

OCN NI Level 2 Award in Community Development

- **Qualification No: 603/0493/5**

OCN NI Level 3 Award in Community Development

- **Qualification No: 603/0514/9**

OCN NI Level 2 Certificate in Community Development

- **Qualification No: 603/0502/2**

OCN NI Level 3 Certificate in Community Development

- **Qualification No: 603/0501/0**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Qualifications extended to 30 June 2030	2.0

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

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

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

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

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 1 Award, OCN NI Level 2 Award, OCN NI Level 3 Award in Community Development and the OCN NI Level 2 and Level 3 Certificate in Community Development.**

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 full suite of OCN NI Level 1, 2 and 3 Community Development qualifications.

- **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 1 Award in Community Development

Qualification Number: 603/0492/3

Operational start date: 01 September 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2031

OCN NI Level 2 Award in Community Development

Qualification Number: 603/0493/5

Operational start date: 01 September 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2032

OCN NI Level 3 Award in Community Development

Qualification Number: 603/0514/9

Operational start date: 30 August 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2033

OCN NI Level 2 Certificate in Community Development

Qualification Number: 603/0502/2

Operational start date: 31 August 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2032

OCN NI Level 3 Certificate in Community Development

Qualification Number: 603/0501/0

Operational start date: 30 August 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2033

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:

13.2 Direct learning support

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aims and Objectives

Qualifications' Aim and Objectives

The suite of OCN NI Community Development qualifications are appropriate for community development practitioners, providing learners with knowledge in community development values and processes, community group understanding and understanding of diversity and injustice issues. These qualifications are mapped to the new Community Development National Occupational Standards (NOS).

[Community Development National Occupational Standards 2015 \(bvsc.org\)](http://bvsc.org)

5.5 Target Learners

The qualifications are intended for any learner participating in community development activity.

5.6 Entry Requirements

There are no formal restrictions on entry however to register on Level 1 and Level 2 learners should be at least 14 years old, and for Level 3 learners should be at least 16 years old. It is also expected that a learner will receive appropriate advice and guidance regarding the suitability of the qualification and the pathway through the qualification suite in order to achieve their expected outcomes.

5.7 Progression

The Community Development qualifications enable progression to the next level within the suite of OCN NI qualifications available. The Level 3 qualifications enable progression to further and higher education opportunities.

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 qualification in the requested language as appropriate.

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

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

*Note: An individual cannot serve as an Internal Verifier 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 of the information technology industry. 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 Verifier Requirements

The Internal Verifier plays a crucial role in the Centre's internal quality assurance processes. The Centre must designate a skilled and trained Internal Verifier who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Verifier for these qualifications must meet the following criteria:

- **Internal Verification Expertise:** Internal Verifiers should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Verifiers Qualification:** Internal Verifiers should hold or be currently undertaking a recognised Internal Verifier's qualification; or must have attended the OCN NI Internal Verification Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal verifiers 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, Certificate and Extended Certificate in Further Study Skills are unitised qualifications on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. These qualifications will enable learners to acquire skills and knowledge appropriate for community development practitioners, providing learners with knowledge in community development values and processes, community group understanding and understanding of diversity and injustice issues.

7.2 Qualification Level

In the context of the OCN NI Level 2 Award, Certificate and Extended Certificate in Further Study 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 1, 2 and 3 which signify a basic (L1), moderate (L2) and higher level (L3) of difficulty and intricacy depending on the Level. 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 1 Award in Community Development
Total Qualification Time (TQT): 60 hours
Total Credits Required: 6 credits
Guided Learning Hours (GLH): 48 hours
OCN NI Level 2 Award in Community Development
Total Qualification Time (TQT): 60 hours
Total Credits Required: 6 credits
Guided Learning Hours (GLH): 48 hours
OCN NI Level 3 Award in Community Development
Total Qualification Time (TQT): 120 hours
Total Credits Required: 12 credits
Guided Learning Hours (GLH): 84 hours

OCN NI Level 2 Certificate in Community Development
Total Qualification Time (TQT): 130 hours
Total Credits Required: 13 credits
Guided Learning Hours (GLH): 104 hours
OCN NI Level 3 Certificate in Community Development
Total Qualification Time (TQT): 210 hours
Total Credits Required: 21 credits
Guided Learning Hours (GLH): 147 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 1 Award in Community Development** learners must complete the one mandatory unit for a total of 6 credits.

To achieve the **OCN NI Level 2 Award in Community Development** learners must complete the six mandatory units for a total of 6 credits.

To achieve the **OCN NI Level 3 Award in Community Development** learners must complete the six mandatory units for a total of 12 credits.

To achieve the **OCN NI Level 2 Certificate in Community Development** learners must complete the six mandatory units – 6 credits, plus 7 credits from the optional units for a total of 13 credits.

To achieve the **OCN NI Level 3 Certificate in Community Development** learners must complete the six mandatory units – 12 credits, plus 9 credits from the optional units for a total of 21 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 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, Internal Verifiers, 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 range from Level 1 to 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.
- **Possible Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level 1 Award in Community Development

Total Qualification Time (TQT) for this qualification: 60 hours

Guided Learning Hours (GLH) for this qualification: 48 hours

To achieve the OCN NI Level 1 Award in Community Development learners must complete the one mandatory unit for a total of 6 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Y/508/6631	CBD604	Community Development Practice	48	6	One

OCN NI Level 2 Award in Community Development

Total Qualification Time (TQT) for this qualification: 60 hours

Guided Learning Hours (GLH) for this qualification: 48 hours

To achieve the OCN NI Level 2 Award in Community Development learners must complete the six mandatory units for a total of 6 credits.

OCN NI Level 2 Certificate in Community Development

Total Qualification Time (TQT) for this qualification: 130 hours

Guided Learning Hours (GLH) for this qualification: 104 hours

To achieve the OCN NI Level 2 Certificate in Community Development learners must complete the six mandatory units – 6 credits, plus 7 credits from the optional units for a total of 13 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory Units					
D/508/6632	CBD605	Collaborative and Cross-sectoral Work	8	1	Two
H/508/6633	CBD616	Community Learning for Social Change	8	1	Two
K/508/6634	CBD617	Governance and Organisational Development	8	1	Two
T/508/6636	CBD618	Group work and Collective Action	8	1	Two
A/508/6637	CBD619	Understanding Community Development Practice	8	1	Two

J/508/6639	CBD620	Understand and Engage with Communities	8	1	Two
<i>Optional Units</i>					
F/508/6641	CBD621	Community Leadership	24	3	Two
J/508/6642	CBD622	Community Development History and Context	32	4	Two
L/508/6643	CBD623	Understanding Community Planning	24	3	Two
R/508/6644	CBD624	Community Development Monitoring and Evaluation	24	3	Two
Y/508/6645	CBD625	Planning Community Projects	24	3	Two
H/508/6647	CBD626	Understanding the Strategic Planning Process	24	3	Two
K/508/6648	CBD627	Funding and Resourcing Community Projects	32	4	Two
M/508/6649	CBD628	Support Collaborative and Partnership Work	24	3	Two
M/508/6652	CBD629	Understanding and Influencing Political Governance	32	4	Two
T/508/6653	CBD630	Understanding Social Enterprise	24	3	Two
J/615/0544	CBD633	Equality and Good Relations	24	3	Two

OCN NI Level 3 Award in Community Development

Total Qualification Time (TQT) for this qualification: 120 hours

Guided Learning Hours (GLH) for this qualification: 84 hours

To achieve the OCN NI Level 3 Award in Community Development learners must complete the six mandatory units for a total of 12 credits.

OCN NI Level 3 Certificate in Community Development

Total Qualification Time (TQT) for this qualification: 210 hours

Guided Learning Hours (GLH) for this qualification: 147 hours

To achieve the OCN NI Level 3 Certificate in Community Development learners must complete the six mandatory units – 12 credits, plus 9 credits from the optional units for a total of 21 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<i>Mandatory Units</i>					
M/615/0313	CBD631	Collaborative and Cross-Sectoral Work	14	2	Three
D/615/0307	CBD634	Community Learning for Social Change	14	2	Three
T/615/0314	CBD635	Governance and Organisational Development	14	2	Three
K/615/0309	CBD636	Group work and Collective Action	14	2	Three
H/615/0311	CBD637	Understand Community Development Practice	14	2	Three
Y/615/0323	CBD639	Understand and Engage with Communities	14	2	Three
<i>Optional Units</i>					
R/615/0319	CBD640	Community Leadership and Management	21	3	Three
J/615/0320	CBD648	Group Work Skills	21	3	Three
L/615/0321	CBD642	Support Collaborative and Partnership Work	21	3	Three
R/615/0322	CBD643	Understanding the Strategic Planning Process	21	3	Three

10. Unit Detail

Title	Community Development Practice
Level	One
Credit Value	6
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	60
OCN NI Unit Code	CBD604
Unit Reference No	Y/508/6631
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain a basic knowledge of the key areas and standards of community development practice.	
Learning Outcomes	Assessment Criteria
1. Understand and engage with communities.	1.1. State why it is important to understand and engage with diverse communities. 1.2. List inclusive methods for gathering information about a community. 1.3. Complete a map of a community.
2. Understand the purpose and values of community development practice.	2.1. Identify the key purpose and values of community development practice and reasons why people may get involved. 2.2. Outline the process of community development practice.
3. Understand group work and collective action.	3.1. State the stages of group development. 3.2. State the benefits and limitations of working collectively within communities. 3.3. Identify barriers to participation and methods/strategies for overcoming barriers. 3.4. Reflect on the roles which people take in group work and collective action.
4. Understand collaborative and cross-sectoral working.	4.1. Outline the benefits of collaborative and cross-sectoral working. 4.2. Outline the range of sectors that community practitioners engage with.
5. Be aware of governance and organisational development.	5.1. State the organisational roles and legal structures appropriate for community organisations. 5.2. Use basic organisational and meeting systems and procedures. 5.3. Outline the main sources of funding for community groups and associated documentation. 5.4. Indicate why monitoring and evaluation are important for effective community development practice.
6. Know why community learning for social change is important.	6.1. Identify and reflect on own community learning needs. 6.2. State a range of participatory learning methods. 6.3. Use a participatory method to reflect on a community activity.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Collaborative and Cross-Sectoral Work	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
Total Qualification Time (TQT)	10	
OCN NI Unit Code	CBD605	
Unit Reference No	D/508/6632	
<i>Unit purpose and aim(s):</i> this unit will enable the learner to gain a knowledge of collaborative and cross-sectoral work in community development.		
Learning Outcomes	Assessment Criteria	
1. Understand political and civic structures available to support communities.	1.1. Describe the political and civic structures available to support communities.	
2. Understand the role and responsibilities of public bodies in supporting communities.	2.1. Illustrate the role and responsibilities of public bodies in supporting communities.	
3. Understand collaborative and partnership working.	3.1. Describe with examples the advantages and challenges of collaborative and partnership working. 3.2. Describe the power dynamics which may exist within collaborative and partnership working. 3.3. Assess the skills required to support the decision making process within collaborative and partnership working.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Community Learning for Social Change	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
Total Qualification Time (TQT)	10	
OCN NI Unit Code	CBD616	
Unit Reference No	H/508/6633	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how community learning contributes to social change.		
Learning Outcomes	Assessment Criteria	
1. Understand the purpose and practice of community learning for social change.	1.1. Outline the purpose of community learning for social change. 1.2. Outline the barriers to community learning and participation and how these may be overcome. 1.3. Illustrate a range of participatory methods for community learning.	
2. Be able to identify own learning needs and reflect on practice.	2.1. Identify own learning needs for effective community development practice recognising areas for improvement. 2.2. Outline, with examples, the benefits of reflective practice. 2.3. Reflect on own and others' practice identifying 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

Title	Governance and Organisational Development	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
Total Qualification Time (TQT)	10	
OCN NI Unit Code	CBD617	
Unit Reference No	K/508/6634	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand organisational governance and development.		
Learning Outcomes	Assessment Criteria	
1. Understand appropriate organisational and legal structures for community development.	1.1. Illustrate the organisational and legal structures appropriate for community organisations. 1.2. Illustrate the main procedures for running meetings, membership and decision making in community organisations. 1.3. Illustrate a range of organisational policies and procedures.	
2. Recognise what is meant by charitable status.	2.1. Describe what is meant by charitable status. 2.2. Define what public benefit is.	
3. Be aware of the roles of governing bodies.	3.1. Illustrate key roles of governing bodies and good governance practice guidelines.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Group work and Collective Action	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
Total Qualification Time (TQT)	10	
OCN NI Unit Code	CBD618	
Unit Reference No	T/508/6636	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the workings of community based groups and how to make them more effective.		
Learning Outcomes	Assessment Criteria	
1. Understand why people become involved in groups/networks.	1.1. Describe a range of reasons why people become involved in groups/networks.	
2. Understand group work.	2.1. Illustrate how each of the following contribute to effective group work: a) roles b) interpersonal skills c) group dynamics d) conflict resolution e) communication f) participatory techniques	
3. Understand the issues on inclusion and exclusion within groups.	3.1. Identify processes and practices which can lead to a group becoming exclusive. 3.2. Describe ways that a group can remain open and inclusive.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Understanding Community Development Practice	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
Total Qualification Time (TQT)	10	
OCN NI Unit Code	CBD619	
Unit Reference No	A/508/6637	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and apply community development Practice.		
Learning Outcomes	Assessment Criteria	
1. Understand the purpose and process of community development.	1.1. Describe the purpose and process of community development practice. 1.2. Illustrate factors that impact on the community development process.	
2. Know and apply the values and process of community development practice.	2.1. Outline and apply the community development values and process. 2.2. Review own community development practice 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

Title	Understand and Engage with Communities	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
Total Qualification Time (TQT)	10	
OCN NI Unit Code	CBD620	
Unit Reference No	J/508/6639	
<i>Unit purpose and aim(s):</i> This unit will enable to understand and engage with communities.		
Learning Outcomes participants will:		Assessment Criteria
1. Understand the range and diversity of community development structures.	1.1. Illustrate the range and diversity of community development structures including: a) Groups b) Networks c) Forums d) Partnerships	
2. Be able to use a range of methods to understand and engage with individuals and diverse communities.	2.1. Use a range of appropriate methods and styles to understand and engage with diverse communities.	
3. Understand how legislation and policies impact on communities.	3.1. Describe, with working examples, how key legislation and policies may impact on communities.	
4. Understand the assets and needs within a community.	4.1. Carry out a community profile evaluating the assets and needs within chosen community and how these may be addressed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Community Leadership	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD621	
Unit Reference No	F/508/6641	
<i>Unit purpose and aim(s):</i> This unit will enable the learner develop leadership skills and assess areas for development.		
Learning Outcomes	Assessment Criteria	
1. Know the key concepts, skills and qualities of effective community leadership.	1.1. Describe the key concepts of leadership and effective community leadership. 1.2. Compare and contrast the positive and negative impacts of different leadership styles. 1.3. Outline styles of leadership appropriate to community development. 1.4. Describe key skills and qualities for effective community leadership.	
2. Be able to assess and develop own leadership skills.	2.1. Assess the role of community leadership in promoting innovative and creative solutions for community change. 2.2. Demonstrate effective community leadership skills. 2.3. Assess own leadership skills, 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

Title	Community Development History and Context	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
Total Qualification Time (TQT)	40	
OCN NI Unit Code	CBD622	
Unit Reference No	J/508/6642	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the history and context of community development.		
Learning Outcomes		Assessment Criteria
1. Understand the historical background of local community development.	1.1. Illustrate key historical events which impacted upon the evolution of community development practice. 1.2. Summarise the key historical factors which contributed to the development of a community to include: a) demographics b) political developments c) employment d) social relationships e) technology f) environment g) legal	
2. Be aware of issues which may impact on community development.	2.1. Illustrate contemporary issues impacting on community development practice. 2.2. Outline different approaches taken by local and regional government to community development.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Understanding Community Planning	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD623	
Unit Reference No	L/508/6643	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain a knowledge of community planning and the processes involved.		
Learning Outcomes	Assessment Criteria	
1. Understand community planning.	1.1. Describe what is meant by community planning. 1.2. Illustrate why it is important for communities to engage in community planning processes. 1.3. Outline the agencies/partners involved in the community planning process. 1.4. Summarise the main community planning legislative and policy framework.	
2. Know the community planning process.	2.1. Illustrate how community planning links with other planning processes. 2.2. Illustrate community planning partnership arrangements.	
3. Be able to engage with the community planning process.	3.1. Illustrate knowledge and skills for effective community engagement in the community planning process. 3.2. Illustrate barriers for community participation in community planning. 3.3. Give examples of effective community planning in practice.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Community Development Monitoring and Evaluation	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD624	
Unit Reference No	R/508/6644	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the value of monitoring and evaluation within community development.		
Learning Outcomes		Assessment Criteria
1. Know the purpose of monitoring and evaluation within community development.	1.1. Illustrate the purposes and importance of monitoring and evaluation.	
2. Be able to plan monitoring and evaluation activity.	2.1. Plan a monitoring and evaluation activity. 2.2. Compare the advantages and disadvantages of qualitative and quantitative evidence.	
3. Be able to collect monitoring and evaluation data.	3.1. Identify a range of open and inclusive methods for collecting evidence. 3.2. Collect a range of qualitative and quantitative evidence for a chosen community development activity.	
4. Be able to analyse monitoring and evaluation data.	4.1. Carry out an analysis of data collected. 4.2. Illustrate the structure of an evaluation report.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Planning Community Projects	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD625	
Unit Reference No	Y/508/6645	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and apply community planning.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of planning for community development.	1.1. Illustrate the importance and benefit of planning for community development projects. 1.2. Apply the project planning cycle.	
2. Be able to engage communities in planning a community project.	2.1. Demonstrate engagement with communities in planning a community project using relevant community development skills.	
3. Be able to support community project planning.	3.1. Develop a project development plan which may include: a) highlights b) objectives c) outcomes d) outputs e) roles f) timescales g) potential funding	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Understanding the Strategic Planning Process	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD626	
Unit Reference No	H/508/6647	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and apply strategic planning processes.		
Learning Outcomes	Assessment Criteria	
1. Understand the concept of strategic planning.	1.1. Define what is meant by strategic planning. 1.2. Illustrate the benefits of strategic planning. 1.3. Describe key stakeholders in the strategic planning process.	
2. Know the key stages of strategic planning.	2.1. Illustrate the following stages of strategic planning which may include: a) organisational mission, vision and values b) strategic aims and objectives c) outputs and outcomes d) performance indicators 2.2. Develop a strategic planning template for a given organisation.	
3. Be able to carry out a strategic audit for a given organisation.	3.1. Demonstrate the use of the tools in strategic planning which may include: a) SWOT (Strengths, Weaknesses, Opportunities, Threats) b) PESTLE (Political, Economic, Social, Technological, Legal, Environmental)	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Funding and Resourcing Community Projects	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
Total Qualification Time (TQT)	40	
OCN NI Unit Code	CBD627	
Unit Reference No	K/508/6648	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore the concepts and practice of sustainable development and identify what is needed to create sustainable communities.		
Learning Outcomes	Assessment Criteria	
1. Understand the role and purpose of fundraising for community projects.	1.1. Describe the range of funding sources available to support community projects. 1.2. Describe the range of roles that are required to initiate and develop a community project. 1.3. Identify sources of information and advice regarding fundraising for a community project.	
2. Understand funding information policies and procedures.	2.1. Describe the financial policies and procedures required to maintain a community project. 2.2. Summarise the benefits and challenges of different forms of funding.	
3. Be able to carry out a funding activity for a community project.	3.1. Demonstrate a fundraising activity for a community project. 3.2. Reflect on own fundraising activity, 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 Guidance	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Support Collaborative and Partnership Work	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD628	
Unit Reference No	M/508/6649	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the value of partnership working to the various sectors making up civic society.		
Learning Outcomes	Assessment Criteria	
1. Understand the value of partnership working.	1.1. Define partnership working. 1.2. Illustrate the value and limitation of partnership working across and within different sectors.	
2. Understand models of formal and informal partnership arrangements.	2.1. Describe a range of formal partnership agreements including the advantages and disadvantages of each. 2.2. Describe a range of informal partnership agreements including the advantages and disadvantages of each.	
3. Understand the implications for community groups or organisations when involved in partnership arrangements.	3.1. Summarise the implication for community groups or organisations when becoming involved in partnership arrangements including: a) conflict management b) effective decision making c) ethics d) legal and contractual responsibilities	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Understanding and Influencing Political Governance	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
Total Qualification Time (TQT)	40	
OCN NI Unit Code	CBD629	
Unit Reference No	M/508/6652	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of local government and the decision making processes.		
Learning Outcomes	Assessment Criteria	
1. Know how political governance structures works at different levels.	1.1. Explore participatory, representative and critical perspectives on democracy. 1.2. Illustrate the different levels and structures of political governance. 1.3. Outline the services for which each level of political governance has responsibility.	
2. Understand the roles and responsibilities of elected representatives within all structures.	2.1. Describe the roles and responsibilities of elected representatives at all levels of political governance.	
3. Be able to work with others to influence local decision making.	3.1. Identify a range of public bodies whose services impact upon local communities. 3.2. Illustrate the decision making processes of a public body impacting on public services. 3.3. Demonstrate how to influence a decision making process in relation to a community issue.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Understanding Social Enterprise	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD630	
Unit Reference No	T/508/6653	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the purpose and function of a social enterprise.		
Learning Outcomes		Assessment Criteria
1. Understand the purpose and function of a social enterprise.	1.1. Define the key characteristics, purpose and function of a social enterprise. 1.2. Illustrate with examples, the differences between the following: a) a business operating for profit b) a social enterprise c) a charity	
2. Be aware of social enterprise structures.	2.1. Illustrate the legal structures commonly used by social enterprises. 2.2. Identify a range of businesses that operate as a social enterprise. 2.3. Identify sources of support and help for setting up a social enterprise.	
3. Be able to assess potential business ideas as social enterprises.	3.1. Illustrate potential barriers to developing business ideas as a social enterprise. 3.2. Summarise a potential business idea as a social enterprise.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Equality and Good Relations	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBD633	
Unit Reference No	J/615/0544	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by diversity and good relations.		
Learning Outcomes	Assessment Criteria	
1. Understand key concepts relating to equality and good relations.	1.1. Illustrate key concepts relating to equality and good relations including: a) stereotypes b) prejudice c) discrimination d) good relations e) equality f) racism g) sectarianism	
2. Understand the importance of Equality legislation.	2.1. Illustrate key legislation and policies supporting equality. 2.2. Illustrate how key inequalities affect individuals and groups. 2.3. Illustrate how social, economic and political structures can both reproduce inequality and redress inequality.	
3. Understand what is meant by good relations.	3.1. Define what is meant by good relations. 3.2. Illustrate key legislation and policies supporting good relations. 3.3. Compare different types of good relations work to include: a) single identity b) cross-community c) work with ethnic minority groups	
4. Know the causes and consequences of conflict within and between communities.	4.1. Illustrate the impact of prejudices and stereotypes on individuals and communities. 4.2. Illustrate the causes and consequences of conflict within and between communities.	
5. Use a range of strategies to address community tension and conflict.	5.1. Demonstrate how to deal with tensions within and between communities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Community Learning for Social Change	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
Total Qualification Time (TQT)	20	
OCN NI Unit Code	CBD634	
Unit Reference No	D/615/0307	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how community learning contributes to social change.		
Learning Outcomes		Assessment Criteria
1. Be aware of formal and informal community development learning opportunities.	1.1. Summarise a range of formal and informal community development learning opportunities.	
2. Understand, use and evaluate participatory learning methods with a community group.	2.1. Summarise a range of participatory learning methods. 2.2. Demonstrate and evaluate a range of participatory methods. 2.3. Use reflective action techniques to improve future practice.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Governance and Organisational Development	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
Total Qualification Time (TQT)	20	
OCN NI Unit Code	CBD635	
Unit Reference No	T/615/0314	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand organisational governance and development.		
Learning Outcomes		Assessment Criteria
1. Understand appropriate organisational and legal structures for community development.	1.1. Summarise the organisational and legal structures appropriate for community organisations. 1.2. Summarise the main procedures for running meetings, membership and decision making in community organisations. 1.3. Analyse organisational policy in line with good governance guidance.	
2. Understand what is meant by charitable status.	2.1. Summarise what is meant by charitable status and associated public benefit.	
3. Understand the roles of governing bodies.	3.1. Summarise key roles of governing bodies and good governance practice guidelines.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Group Work and Collective Action	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
Total Qualification Time (TQT)	20	
OCN NI Unit Code	CBD636	
Unit Reference No	K/615/0309	
<i>Unit purpose and aim(s):</i> this unit will enable the learner to understand the workings of community based groups and how to make them more effective.		
Learning Outcomes	Assessment Criteria	
1. Understand the skills required to create an effective group.	1.1. Explain and evaluate the stages of group development in relation to a particular group. 1.2. Create an action plan for group development.	
2. Understand the issues on inclusion, exclusion and engagement within groups.	2.1. Analyse issues on inclusion and exclusion in relation to groups and community development. 2.2. Illustrate a strategy to ensure that a group remains open, transparent and inclusive.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Understand Community Development Practice	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
Total Qualification Time (TQT)	20	
OCN NI Unit Code	CBD637	
Unit Reference No	H/615/0311	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and apply community development practice		
Learning Outcomes	Assessment Criteria	
1. Understand the purpose and context of community development.	1.1. Analyse the purpose and context of community development practice. 1.2. Analyse the contribution community development may make to local and regional policies and initiatives.	
2. Know and apply the values and process of community development practice.	2.1. Explain and apply the community development values and process. 2.2. Critically compare how community development values are used in practice in a range of situations. 2.3. Explain tensions which may exist within community development practice. 2.4. Review own community development practice against recognised standards.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Collaborative and Cross-Sectoral Work	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
Total Qualification Time (TQT)	20	
OCN NI Unit Code	CBD631	
Unit Reference No	M/615/0313	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how public bodies and other agencies work, make decisions, and influence decision making processes.		
Learning Outcomes	Assessment Criteria	
1. Understand political and civic structures available to support communities.	1.1. Analyse the political and civic structures available to support communities. 1.2. Analyse how participatory and representative democracy works in practice.	
2. Understand the roles and responsibilities of public bodies in supporting communities.	2.1. Summarise the roles, responsibilities, regulation and management of public bodies in supporting communities.	
3. Understand collaborative and partnership working.	3.1. Summarise with examples the advantages and challenges of collaborative and partnership working. 3.2. Explain how power relationships may impact on collaborative and partnership working. 3.3. Analyse the skills required to support the decision making process within collaborative and partnership working.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Understand and Engage with Communities	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
Total Qualification Time (TQT)	20	
OCN NI Unit Code	CBD639	
Unit Reference No	Y/615/0323	
<i>Unit purpose and aim(s):</i> this unit will enable the learner to understand and engage with communities.		
Learning Outcomes		Assessment Criteria
1. Understand the range and diversity of community development structures.	1.1. Summarise the range and diversity of community development structures including: a) Groups b) Networks c) Forums d) Partnerships	
2. Be able to use a range of methods to understand and engage with individuals and diverse communities.	2.1. Use a range of methods and styles to understand and engage with diverse communities. 2.2. Analyse the impact of engagement with diverse communities.	
3. Be able to produce a community audit using research and statistical information.	3.1. Produce an audit for a chosen community using research and statistical information. 3.2. Evaluate the community audit identifying gaps and need. 3.3. Present key findings from the community unit.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Title	Community Leadership and Management	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD640	
Unit Reference No	R/615/0319	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand leadership and management theories, styles and models.		
Learning Outcomes	Assessment Criteria	
1. Understand leadership and management theories, styles and models.	1.1. Summarise a range of theories, models and styles of leadership and management and how these may be applied. 1.2. Critically compare the advantages and disadvantages of leadership models. 1.3. Summarise how leadership styles may impact on the following: a) organisations and/or groups b) communities c) individuals	
2. Understand the skills required to be an effective leader and/or manager.	2.1. Explain the skills and qualities required for an effective leader and/or manager.	
3. Be able to apply creative and innovative leadership skills to meet own community development needs.	3.1. Apply creative and innovative leadership skills to meet own community development needs. 3.2. Analyse own leadership style identifying how it may be adapted to meet changing situations in a community setting.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Group Work Skills	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD648	
Unit Reference No	J/615/0320	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to explore and analyse community based groups.		
Learning Outcomes	Assessment Criteria	
1. Understand the reasons why people become involved in groups/networks.	1.1. Summarise the reasons why people become involved in groups/networks.	
2. Understand group roles and their impact.	2.1. Summarise key roles in groups and their impact on group dynamics. 2.2. Summarise how interpersonal skills can be developed to impact positively on groups. 2.3. Explain how group roles contribute effectively to collective action.	
3. Understand group dynamics.	3.1. Summarise group dynamics to include conflict resolution techniques. 3.2. Analyse the dynamics of a given group situation.	
4. Understand the processes for developing group objectives and priorities.	4.1. Explain and apply the processes for developing group objectives and priorities. 4.2. Summarise with examples ways in which groups may meet their aims and objectives.	
5. Understand issues on inclusion and exclusion within groups.	5.1. Analyse issues around inclusion and exclusion in relation to groups and community development. 5.2. Create a strategy to ensure that a group remains open, transparent and inclusive.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Support Collaborative and Partnership Work	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD642	
Unit Reference No	L/615/0321	
<i>Unit purpose and aim(s):</i> To explore the effectiveness of partnership working as a tool for change within communities.		
Learning Outcomes	Assessment Criteria	
1. Understand the value of partnership working.	1.1. Summarise partnership working. 1.2. Analyse the political and economic value for partnership working across and within different sectors.	
2. Understand models of formal and informal partnership arrangements.	2.1. Analyse a range of formal and informal partnership arrangements including the advantages and disadvantages of each.	
3. Understand the implications for community groups or organisations when involved in partnership arrangements.	3.1. Analyse the following issues for community groups or organisations when involved in partnership arrangements: a) conflict management b) effective decision making c) ethics d) legal and contractual responsibilities	
4. Understand the techniques and approaches involved in partnership working.	4.1. Critically compare a range of techniques and approaches within partnership working. 4.2. Summarise possible tensions which may arise in partnerships and how these may be resolved.	
5. Recognise what constitutes good decision making processes and accountability.	5.1. Summarise the features of good decision making processes. 5.2. Explain accountability issues for partnership members and methods to ensure effective accountability.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Title	Understanding the Strategic Planning Process	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
Total Qualification Time (TQT)	30	
OCN NI Unit Code	CBD643	
Unit Reference No	R/615/0322	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and apply strategic planning processes.		
Learning Outcomes	Assessment Criteria	
1. Understand the concept of strategic planning.	1.1. Explain what is meant by strategic planning. 1.2. Summarise the benefits of strategic planning. 1.3. Critically compare strategic planning and business planning.	
2. Understand the key stages of strategic planning.	2.1. Explain the stages of strategic planning to include: a) organisational mission, vision and values b) strategic aims and objectives c) outputs and outcomes d) performance indicators 2.2. Develop a strategic plan for a given organisation. 2.3. Explain factors which may affect the implementation of a strategic plan.	
3. Be able to carry out a strategic audit for a given organisation.	3.1. Use and evaluate a range of strategic planning tools within a strategic audit for a given organisation.	
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

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 Verifier to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Verifier 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 Verification

The role of the Internal Verifier is to ensure appropriate internal quality assurance processes are carried out. The Internal Verifier must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Verifier must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Verifiers 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 Verifiers 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 verification practice, please see the 'OCN NI Centre Handbook'. Internal Verification 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 verification team needs to keep effective records.

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

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

- A1 – Learner Assessment Record per Learner
- A2 – Assessment Decision Form 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 Verification 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 verification 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 verification

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 Verifier 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 1 Award in Community Development

Qualification Number: 603/0492/3

Operational start date: 01 September 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2031

OCN NI Level 2 Award in Community Development

Qualification Number: 603/0493/5

Operational start date: 01 September 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2032

OCN NI Level 3 Award in Community Development

Qualification Number: 603/0514/9

Operational start date: 30 August 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2033

OCN NI Level 2 Certificate in Community Development

Qualification Number: 603/0502/2

Operational start date: 31 August 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2032

OCN NI Level 3 Certificate in Community Development

Qualification Number: 603/0501/0

Operational start date: 30 August 2016

Operational end date: 30 June 2030

Certification end date: 30 June 2033

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