



## Qualification Specification for:

**OCN NI Level 2 Award in Uniting Communities through Leadership**

➤ **Qualification No: 603/6283/2**

## Qualification Regulation Information

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### **OCN NI Level 2 Award in Uniting Communities through Leadership**

Qualification Number: 603/6283/2

Operational start date: 01 August 2020

Operational end date: 30 June 2025

Certification end date: 30 June 2027

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. Learners have up to 2 years after this date to complete the qualification and claim their certificate.

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

### **OCN NI Contact Details**

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## Foreword

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

→ **OCN NI Level 2 Award in Uniting Communities through Leadership**

This specification sets out:

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

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ocni.org.uk](http://www.ocni.org.uk)

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

## Contents

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<b>About Regulation .....</b>	<b>5</b>
OCN NI.....	5
<b>Qualification Features.....</b>	<b>6</b>
Sector Subject Area .....	6
NOS - Youth Leadership .....	6
Qualification Aim .....	6
Grading .....	6
Qualification Target Group .....	6
Progression Opportunities.....	7
Entry Requirements.....	7
Qualification Support.....	7
Delivery Languages.....	7
<b>Centre Requirements for Delivering the Qualification .....</b>	<b>8</b>
Centre Recognition and Qualification Approval .....	8
Centre Staffing .....	8
Tutors .....	8
Assessors.....	8
Internal Verification.....	9
<b>Structure and Content .....</b>	<b>10</b>
<b>Unit Details.....</b>	<b>11</b>
<b>Quality Assurance of Centre Performance .....</b>	<b>18</b>
External Verification .....	18
Standardisation .....	18
<b>Administration .....</b>	<b>19</b>
Registration .....	19
Certification .....	19
Charges.....	19
Equality, Fairness and Inclusion.....	19
Retention of Evidence .....	19

## About Regulation

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### OCN NI

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

### The Regulated Qualifications Framework: an overview

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

#### Qualification Level

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

#### Qualification Size

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

For further information about the RQF see:

<https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/>

## Qualification Features

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### Sector Subject Area

14.1 Foundations for learning and life

This qualification relates to the following National Occupational Standards:

### NOS - Youth Leadership

#### Qualification Aim

The aim of the OCN NI Level 2 Award in Uniting Communities through Leadership is to provide learners with an understanding of the skills and knowledge required to be a uniting communities young leader. It will provide a deeper understanding of leadership, learning and delivery styles, conflict, prejudice and stereotypes, networking and influencing.

This qualification has been developed at the request of the Department for Communities to complement their Sport and Creativity Programme in partnership with PeacePlayers International.

#### Qualification Objective

The objective of the OCN NI Level 2 Award in Uniting Communities through Leadership is to provide learners with the knowledge and skills to enable them to:

- engage young people in sports and creativity, bringing communities together and helping to create the next generation of community leaders
- improve attitudes of young people in relation to other religious, political, ethnic and marginalised communities
- increase community organisational capacity when working with young people

#### Grading

Grading for this qualification is pass/fail.

#### Qualification Target Group

The OCN NI Level 2 Award in Uniting Communities through Leadership is particularly suitable for those young people who have a desire to make a difference and develop the skills to enable them to become young leaders within their community.

### **Progression Opportunities**

The OCN NI Level 2 Award in Uniting Communities through Leadership will enable learners to progress to further learning within community development and/or youth work.

### **Entry Requirements**

There are no formal restrictions on entry. However, learners must be at least 14 years of age to achieve this qualification.

### **Qualification Support**

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

### **Delivery Languages**

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

## Centre Requirements for Delivering the Qualification

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### Centre Recognition and Qualification Approval

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

### Centre Staffing

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

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

\*Note: A person cannot be an internal verifier for any evidence they have assessed.

Centres must ensure that staff delivering, assessing and internally verifying qualifications are both qualified to teach in Northern Ireland and competent to do so.

### Tutors

Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's experience.

### Assessors

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

#### **Assessors must:**

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



### **Internal Verification**

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

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

#### ***Internal Verifiers must:***

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

## Structure and Content

### OCN NI Level 2 Award in Uniting Communities through Leadership

To achieve the OCN NI Level 2 Award in Uniting Communities through Leadership learners must successfully complete all six units – 12 credits.

Total Qualification Time (TQT) for this qualification: 120 hours  
 Guided Learning Hours (GLH) for this qualification: 96 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
<a href="#">T/618/3085</a>	CBE961	Learning and Delivery Styles in Practice	2	20	16	Two
<a href="#">A/618/3086</a>	CBE962	Understand how Young Leaders Promote Positive Change	2	20	16	Two
<a href="#">F/618/3087</a>	CBE963	Understand the Learning Process When Working with Young People	2	20	16	Two
<a href="#">J/618/3088</a>	CBE964	Understanding Conflict and its Impact on Young People	2	20	16	Two
<a href="#">L/618/3089</a>	CBE965	Understanding Prejudice and Stereotyping	2	20	16	Two
<a href="#">F/618/3090</a>	CBE966	Understand Factors that Influence Young People in Today's Society	2	20	16	Two

## Unit Details

Title	Learning and Delivery Styles in Practice	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE961	
Unit Reference No	T/618/3085	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the different learning styles and how they may be applied. Learners will be required to deliver a session.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Be able to assess own learning style.	1.1. Describe the following learning styles: a) Theorist b) Activist c) Pragmatist d) Reflector 1.2. Assess own learning style in relation to AC1.1.	
2. Understand the application of the Person, Environment, Content and Staff (PECS) model of learning.	2.1 Describe the key characteristics of the PECS model. 2.2 Illustrate how the PECS model may be applied to learning programmes for young people.	
3. Be able to incorporate learning styles in learning delivery.	2.3 Illustrate how learning styles identified in AC1.1 may be used to inform the delivery of learning programmes for young people. 2.4 Create a session plan for young people incorporating at least two learning styles. 2.5 Deliver a learning programme using session plan developed in AC3.2. 2.6 Evaluate own learning programme identifying areas for improvement.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Title	Understand how Young Leaders Promote Positive Change	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE962	
Unit Reference No	A/618/3086	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of a young leader and how they can promote positive change.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the role and responsibilities of a young leader.	1.1. Describe the role and responsibilities of a young leader.	
2. Know how to reflect on personal journey and how this may be used to motivate others.	2.1. Reflect on personal journey and its impact on own role as a young leader. 2.2. Illustrate how personal journey may be used to motivate and encourage young people.	
3. Understand how to promote positive change in own area through your role as a young leader.	3.1. Explore how to promote positive change in own area through your role as a young leader.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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 the Learning Process when Working with Young People	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE963	
Unit Reference No	F/618/3087	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop an understanding of the learning process when working with young people.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand how to enable young people to grow, thrive and heal.	1.1. Describe how the following characteristics may be used to enable young people to grow, thrive and heal: a) authenticity b) believability c) adaptability 1.2. Illustrate three strategies that may enable a young person to build on the characteristics identified in AC1.1.	
2. Understand the Personal Social Emotional Development (PSED) process in programme planning for young people.	2.1. Illustrate how the PSED process may be addressed during programme planning for young people. 2.2. Describe how Kolb's experiential learning cycle underpins PSED.	
3. Understand why it is important to challenge and support participants throughout the learning process.	3.1. Describe why it is important to challenge and support participants throughout the learning process.	
4. Understand the process of self-reflection and its impact.	4.1. Illustrate the process of self-reflection and assess its impact.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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 Conflict and its Impact on Young People	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE964	
Unit Reference No	J/618/3088	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand conflict, its impact on young people and how it may be addressed.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand what is meant by the term conflict.	1.1. Describe what is meant by the term conflict.	
2. Understand the causes, nature and responses to conflict.	2.1. Outline the possible causes and nature of conflict. 2.2. Describe different ways and techniques to address conflict.	
3. Understand how conflict may impact on young people and how it may be addressed through own role as a young leader.	3.1. Describe how conflict may impact on young people including: a) how they feel about conflict b) the types of conflict they may have encountered and associated impact 3.2. Illustrate how conflict may be addressed through own role as a young leader.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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 Prejudice and Stereotyping	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE965	
Unit Reference No	L/618/3089	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of prejudice and stereotyping on own community.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Understand what is meant by prejudice and stereotyping.	1.1. Describe what is meant by the terms prejudice and stereotyping.	
2. Be aware of the impact prejudice and stereotyping may have on own community.	2.1. Describe, with at least three examples, prejudice and stereotyping which may be encountered in own community and their impact.	
3. Understand how to use own role as a young leader to discourage others from prejudice and stereotypic behaviour.	3.1. Apply two strategies within own role as a young leader that may be used to discourage others from prejudice and stereotypic behaviour.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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 Factors that Influence Young People in Today's Society	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE966	
Unit Reference No	F/618/3090	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop an understanding of factors that influence young people in today's society.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be aware of the physical changes and brain development during adolescence.	1.1. Illustrate the physical changes and brain development that occur during adolescence.	
2. Understand the key challenges faced by young people in today's society.	2.1. Describe the key challenges faced by young people in today's society.	
3. Understand how Maslow's Hierarchy of Needs relates to young people in today's society.	3.1. Illustrate how Maslow's Hierarchy of Needs relates to young people in today's society.	
4. Understand how Adverse Childhood Experiences (ACE's), community trauma and conflict may impact on young people.	4.1. Describe how ACE's, community trauma and conflict may impact on young people.	
5. Understand the importance of positive role models and how these impact on young people in today's society.	5.1. Describe the importance of positive role models for young people. 5.2. Illustrate, with at least two examples, how positive role models may impact on young people in today's society.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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## Quality Assurance of Centre Performance

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### External Verification

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

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

### Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and 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 units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

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

## Administration

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### Registration

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

### Certification

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

### Charges

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

### Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

### Retention of Evidence

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

**OCN NI Level 2 Award in Uniting Communities through Leadership**  
**Qualification Number: 603/6283/2**

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Operational start date: 01 August 2020  
Operational end date: 30 June 2025  
Certification end date: 30 June 2027

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