



Qualification Specification for:

OCN NI Level 2 Qualifications in Youth Work Practice

OCN NI Level 2 Award in Youth Work Practice

➤ **Qualification No: 601/2777/6**

OCN NI Level 2 Certificate in Youth Work Practice

➤ **Qualification No: 601/2778/8**

OCN NI Level 2 Diploma in Youth Work Practice

➤ **Qualification No: 601/2779/X**

Qualification Regulation Information

OCN NI Level 2 Award in Youth Work Practice

Qualification Number: 601/2777/6
Operational start date: 01 March 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Certificate in Youth Work Practice

Qualification Number: 601/2778/8
Operational start date: 01 March 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Diploma in Youth Work Practice

Qualification Number: 601/2779/X
Operational start date: 01 March 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

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

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

Phone: 028 90463990
Web: www.ocnni.org.uk

Foreword

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

- **OCN NI Level 2 Award in Youth Work Practice**
- **OCN NI Level 2 Certificate in Youth Work Practice**
- **OCN NI Level 2 Diploma in Youth Work Practice**

This specification sets out:

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

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

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

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About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

For further information about the RQF see:

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

Youth Council for Northern Ireland

The Youth Service (Northern Ireland) Order 1989 sets out the statutory framework within which the Youth Council for NI (YCNI) operates. The Council's statutory functions are as follows:

- To advise the Department of Education, Education and Library Boards and other bodies on the development of the youth sector
- To encourage cross-community activity by the youth service
- To encourage the provision of facilities for the youth service and facilities which are especially to young persons
- To encourage and assist the co-ordination and efficient use of the resources of the youth service
- To assist the effective provision of administrative services by the voluntary headquarter organisations

In addition, Council:

- Advises on the training of part-time and full-time youth workers
- Encourages the development of European / International opportunities for young people and those who work with them.

The **Youth Work Training Board** (YWTB) is currently a sub-committee of the Youth Council for Northern Ireland.

The YWTB provides a forum wherein representatives of the youth work sector come together to share ideas, to promote the development of good practice, to develop, endorse and coordinate training programmes and to promote quality standards in youth work training.

Promoting Standards through Partnership

OCN NI acknowledges the importance of the strategic role that the **Youth Council for Northern Ireland** (YCNI) has played in promoting quality standards in youth work training through the **Youth Work Training Board** (YWTB) since the inception of the youth service in Northern Ireland.

OCN NI has therefore entered into a strategic partnership with the YCNI through a formal Memorandum of Understanding that will see OCN NI and YCNI collaborate on the approval of centres, quality assurance, external verification and certification of learners.

Qualification Summary

Sector Subject Area

13.1 Teaching and lecturing

Links to National Standards

OCN NI youth work units have been mapped to the 2012 National Occupational Standards for Youth Work (<http://www.nya.org.uk/workforce-and-training/national-occupational-standards-in-youth-work>).

Qualifications' Aim

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

Grading

Grading for these qualifications is pass/fail.

Qualification Target Group

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

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

The Level 2 Diploma will be beneficial to those who wish to build their operational capacity in working with young people but who do not necessarily want or need to move to a Level 3 qualification. A range of optional units have therefore been developed which will meet the needs of different organisational contexts whilst also promoting continuous professional development.

Progression Opportunities

The OCN NI Level 2 qualifications in Youth Work Practice enable progression from Award to Certificate and Diploma and also to a Level 3 qualification in youth work. These qualifications are recognised by the University of Ulster and will assist learners to apply for the Level 4 Certificate in Youth Studies and the BSc (Hons) Community Youth Work.

Entry Requirements

Learners must be at least 18 years old.

Qualification Support

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

Delivery Languages

These qualifications are available in English only at this time. If you wish to offer these qualifications in another language, then please contact OCN NI who will review demand and provide as appropriate.

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

Tutors must:

- hold an NSETS/JNC recognised professional youth work qualification
- have evidence of maintaining occupational competence through continuing learning and development within the past 3 years
- have evidence of 3 years of youth work practice
- have 3 years' experience of delivering youth work training programmes
- have a sound understanding of the current National Occupational Standards (NOS) for Youth Work.

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:

- hold an NSETS/JNC recognised professional youth work qualification
- have evidence of maintaining occupational competence through continuing learning and development within the past 3 years
- have evidence of 3 years of youth work practice
- hold or be working towards a recognised assessor qualification (ie D32/33, A1, Level 3 Certificate in Assessing Vocational Achievement)
- have a sound understanding of the current National Occupational Standards (NOS) for Youth Work.

Internal Verification

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

Note: the centre must agree a working model for internal verification with OCN NI prior to delivery of any programme.

Internal Verifiers must:

- hold an NSETS/JNC recognised professional youth work qualification
- have evidence of maintaining occupational competence through continuing learning and development within the past 3 years
- hold a recognised assessor qualification
- hold or be working towards an Internal Quality Assurance qualification (ie D.34/V1, IQA)
- have a sound understanding of the current National Occupational Standards (NOS) for Youth Work.

Structure and Content

In order to achieve the OCN NI Level 2 Award in Youth Work Practice, the learner must complete all 6 mandatory units from Group A, for a total of 11 credits.

Total Qualification Time (TQT) for this qualification: 110 hours
 Guided Learning Hours (GLH) for this qualification: 66 hours

OCN NI Level 2 Award in Youth Work Practice

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Group A (Mandatory Units)					
L/506/0401	CAY827	Principles and Values of Youth Work in Practice	12	2	Two
R/506/0402	CAY828	Understand the Developmental Needs of Young People within Youth Work	12	2	Two
D/506/0399	CAY825	Effective Communication Skills in a Youth Work Setting	12	2	Two
D/506/0404	CAY829	Understanding the Role of the Youth Worker	12	2	Two
Y/506/0398	CAY824	Safeguarding Young People within a Youth Work Context	12	2	Two
J/506/0400	CAY826	Managing Challenging Behaviour in Youth Work Settings	6	1	Two

OCN NI Level 2 Certificate in Youth Work Practice

In order to achieve the OCN NI Level 2 Certificate in Youth Work Practice, the learner must complete all 10 mandatory units from Group A, for a total of 24 credits.

Total Qualification Time (TQT) for this qualification: 240 hours
 Guided Learning Hours (GLH) for this qualification: 136 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Group A (Mandatory Units)					
L/506/0401	CAY827	Principles and Values of Youth Work in Practice	12	2	Two
R/506/0402	CAY828	Understand the Developmental Needs of Young People within Youth Work	12	2	Two
D/506/0399	CAY825	Effective Communication Skills in a Youth Work Setting	12	2	Two
D/506/0404	CAY829	Understanding the Role of the Youth Worker	12	2	Two
Y/506/0398	CAY824	Safeguarding Young People within a Youth Work Context	12	2	Two
J/506/0400	CAY826	Managing Challenging Behaviour in Youth Work Settings	6	1	Two
F/507/9981	CBD367	Group Development within Youth Work Programmes	12	2	Two
A/507/9980	CBD366	Facilitating Activity Based Youth Work Programmes	36	6	Two
A/507/9977	CBD368	Planning an Activity Based Youth Work Programme	10	3	Two
J/507/9979	CBD365	Evaluating Activity Based Youth Work Programmes	12	2	Two

OCN NI Level 2 Diploma in Youth Work Practice

In order to achieve the OCN NI Level 2 Diploma in Youth Work Practice, the learner must complete all 10 mandatory units (24 credits) in Group A, plus 13 credits from Optional Group B, for a total of 37 credits.

Total Qualification Time (TQT) for this qualification: 370 hours
 Guided Learning Hours (GLH) for this qualification: 214 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Group A (Mandatory Units)					
L/506/0401	CAY827	Principles and Values of Youth Work in Practice	12	2	Two
R/506/0402	CAY828	Understand the Developmental Needs of Young People within Youth Work	12	2	Two
D/506/0399	CAY825	Effective Communication Skills in a Youth Work Setting	12	2	Two
D/506/0404	CAY829	Understanding the Role of the Youth Worker	12	2	Two
Y/506/0398	CAY824	Safeguarding Young People within a Youth Work Context	12	2	Two
J/506/0400	CAY826	Managing Challenging Behaviour in Youth Work Settings	6	1	Two
F/507/9981	CBD367	Group Development within youth Work Programmes	12	2	Two
A/507/9980	CBD366	Facilitating Activity Based Youth Work Programmes	36	6	Two
A/507/9977	CBD368	Planning an Activity Based Youth Work Programme	10	3	Two
J/507/9979	CBD365	Evaluating Activity Based Youth Work Programmes	12	2	Two

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Group B (Optional Units)					
D/506/0628	CAY840	Reflective Practice within Youth Work	6	1	Two
M/506/0603	CAY844	Team Work in a Youth Work Setting	6	1	Two
T/506/0604	CAY842	Sports Coaching in a Youth Work Context	24	4	Two
K/506/0597	CAY834	Child Protection Theory in a Youth Work Setting	18	3	Two
K/506/0616	CAY865	Health and Safety in Youth Work	12	2	Two
T/506/0683	CAY845	Understand How to Deal with Sexual Prejudice Through Youth Work	12	2	Two
R/506/0593	CAZ382	The Principles of Equity, Diversity and Interdependence in Youth Work	6	1	Two
J/506/0591	CAZ381	Community Relations, Equality and Diversity in Youth Work	6	1	Two
F/506/0606	CAY847	Understanding Bullying in a Youth Work Context	12	2	Two
K/506/0633	CAY838	Information and Sign Posting Services within Youth Work	6	1	Two
L/506/0608	CAY860	Understanding Mediation	18	3	Two
Y/506/0630	CAY839	Mediation Skills within Youth Work	18	3	Two
T/506/0635	CAY837	Games as Learning Tools in Youth Work	12	2	Two
J/506/0610	CAY862	Using ICT in Youth Work	12	2	Two
R/506/0609	CAY861	Understanding Youth Work in Rural Settings	12	2	Two

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Y/506/0594	CAY866	Disability Awareness in Youth Work	12	2	Two
D/506/0614	CAY864	Youth Work with Deaf Young People	18	3	Two
F/506/0637	CAY835	Understanding Mental Health in a Youth Work Setting	18	3	Two
R/506/0612	CAY863	Youth Work in a Faith Context	12	2	Two
A/506/0622	CAY843	Support Young People's Leisure Activities in a Youth Work Context	18	3	Two
L/506/0625	CAY841	Restrictive Physical Interventions in Youth Work Settings	12	2	Two
A/506/0605	CAY846	Understand the Diversity of Language	6	1	Two
D/506/0600	CAY836	Bilingualism Practice in Youth Work	6	1	Two
K/506/0602	CAY849	Understanding Cultural, Personal and Local Identity	6	1	Two
J/506/0607	CAY848	Understanding Cultural Revival	6	1	Two
A/506/0619	CAY850	Understanding Language and Educational Development within a Youth Work Setting	6	1	Two

Unit Details

Title	Principles and Values of Youth Work in Practice	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY827	
Unit Reference No	L/506/0401	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles and values of youth work in practice to encompass equality and inclusion.		
Learning Outcomes		Assessment Criteria
1. Understand approaches to youth work.	1.1. Define youth work. 1.2. Describe settings in which youth work can take place. 1.3. Describe youth work approaches.	
2. Understand how the principles and practices of participation and empowerment can support young people's development.	2.1. Describe what is meant by young people's participation and empowerment. 2.2. Describe how to plan a development activity using participation and empowerment principles.	
3. Understand how to apply the principles and values of youth work to practice.	3.1. Describe values & principles of youth work. 3.2. Describe a curriculum model that influences the delivery of youth work.	
4. Understand the issues of equality and inclusion for young people.	4.1. Describe equal opportunities issues that young people may face. 4.2. Describe interventions to inequality issues within a youth work 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

Title	Understand the Developmental Needs of Young People within Youth Work	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY827	
Unit Reference No	R/506/0402	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the stages of young people's development and recognise issues that may have an impact. The learner will also be required to evaluate a youth work activity.		
Learning Outcomes	Assessment Criteria	
1. Understand the stages of young people's development.	1.1. Identify the changes young people may experience when growing up. 1.2. Describe the influences that affect young people's development including: a) individual and family background b) health c) social and cultural environment	
2. Understand issues that impact on young people.	2.1. Describe issues that impact on young people. 2.2. Describe transitions that may affect young people's behaviour and development.	
Assessment Guidance		
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	Effective Communication Skills in a Youth Work Setting	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY825	
Unit Reference No	D/506/0399	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand effective communication skills within a youth work setting. The learner will also be required to develop an appropriate learning resource.		
Learning Outcomes	Assessment Criteria	
1. Understand methods of communication in youth work settings.	1.1. Describe different methods of communication. 1.2. Assess methods of communication for a youth work setting.	
2. Know how to communicate effectively with young people in a youth work setting.	2.1. Describe skills required for effective communication. 2.2. Assess own communication skills and identify areas of improvement.	
3. Know how to design a youth work learning resource.	3.1. Illustrate a youth work learning resource which responds to the needs of young people. 3.2. Evaluate the learning resource, identifying appropriate changes in order to enhance its effectiveness.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Title	Understanding the Role of the Youth Worker	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY829	
Unit Reference No	D/506/0404	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills, knowledge, qualities and values to practice youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand the requirements to practice within youth work.	1.1. Describe the skills, knowledge and qualities required to practice as a youth worker. 1.2. Assess own skills, knowledge, qualities and values with those required to practice youth work. 1.3. Produce a personal development plan.	
2. Understand working relationships with young people within youth work settings.	2.1. Describe ways of working with young people within own organisation. 2.2. Describe some of the boundaries of own role in relation to young people. 2.3. Describe how to initiate and sustain working relationships with young people.	
3. Understand team working within the context of youth work.	3.1. Outline the characteristics of an effective team within a youth work setting. 3.2. Describe ways in which conflict in a team can be addressed.	
4. Understand partnerships within the context of youth work.	4.1. Describe why working in partnership with others is important. 4.2. Identify relevant partner organisations that can support own work 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

Title	Safeguarding Young People within a Youth Work Context	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY824	
Unit Reference No	Y/506/0398	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the procedures and policies in relation to the safeguarding of young people in a youth work setting.		
Learning Outcomes	Assessment Criteria	
1. Understand health and safety legislation in youth work.	1.1. Identify policies and procedures relevant to own youth work setting. 1.2. Describe own responsibility for health and safety.	
2. Know the procedures and policies relating to the safeguarding of young people.	2.1. Describe how the safeguarding of young people relates to own role. 2.2. Outline the boundaries of confidentiality when working with young people in a youth work setting. 2.3. Outline incident reporting and record keeping processes within own youth work setting. 2.4. Describe ways to prevent abuse occurring in a youth work setting.	
3. Understand risk assessment in a youth work setting.	3.1. Describe possible hazards within own youth work setting and how they may be overcome. 3.2. Describe ways to encourage young people to be responsible for their own safety and that of others. 3.3. Produce a risk assessment for an activity within own youth work 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

Title	Managing Challenging Behaviour in Youth Work Settings	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY826	
Unit Reference No	J/506/0400	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know how to manage and address challenging behaviour within youth work settings.		
Learning Outcomes	Assessment Criteria	
1. Understand the effect of challenging behaviour on youth work activities and how to address it.	1.1. Outline what is meant by the term challenging behaviour. 1.2. Comment on how and why challenging behaviour occurs and the effects on youth work activities. 1.3. Describe how to address different types of challenging behaviour. 1.4. Describe potential implications of not addressing challenging behaviour.	
2. Know when to seek support to deal with challenging behaviour within own youth work settings.	2.1. Describe situations when it would be appropriate to seek support. 2.2. Identify sources of support. 2.3. Assess own areas for 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

Title	Group Development within Youth Work Programmes	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CBD367	
Unit Reference No	F/507/9981	
<i>Unit purpose and aim(s):</i> Unit purpose and aim(s): This unit will enable the learner to understand the stages of group development and how to promote learning.		
Learning Outcomes	Assessment Criteria	
1. Understand how groups are formed and maintained.	1.1. Describe the reasons why young people join groups. 1.2. Illustrate the strengths and weaknesses of group work. 1.3. Identify how to maintain a group and reasons why they may break up.	
2. Understand the stages of group development.	2.1. Identify the stages of group development. 2.2. Illustrate various group roles.	
3. Understand the appropriate use of leadership styles within groups.	3.1. Outline the main leadership styles appropriate to different group situations. 3.2. Describe own leaderships styles when working with groups of young people.	
4. Understand how young people learn in groups.	4.1. Illustrate how programmes could be developed to meet the learning needs of all participants. 4.2. Illustrate a range of ways young people learn	
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
Written examination	Written answers are provided to set questions which assess the learner's knowledge, skills and abilities	Written questions Learner responses Tutor feedback

Title	Planning an Activity Based Youth Work Programme	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	10	
OCN NI Unit Code	CBD368	
Unit Reference No	A/507/9977	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to plan an activity based youth work programme to include roles and responsibilities for self and co-facilitator.		
Learning Outcomes	Assessment Criteria	
1. Plan an activity based youth work programme using an appropriate curriculum development model.	1.1. Plan an activity based youth work programme using an appropriate curriculum development model to include: <ol style="list-style-type: none"> how to identify the learning needs of young people and respond appropriately a written programme plan and session breakdown appropriate resources child protection and health and safety requirements contract evaluation 1.2. Describe the roles and responsibilities when co-facilitating.	
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	Facilitating Activity Based Youth Work Programmes	
Level	Two	
Credit Value	6	
Guided Learning Hours (GLH)	36	
OCN NI Unit Code	CBD366	
Unit Reference No	A/507/9980	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles and values of youth work in practice to encompass equality and inclusion.		
Learning Outcomes	Assessment Criteria	
1. Know how to facilitate an activity based youth work programme using an appropriate curriculum development model.	1.1. Demonstrate the facilitation of an activity based youth work programme using an appropriate curriculum development model to include: a) conducive learning environment b) good relations c) appropriate resources d) evaluation e) agency policies and procedures	
2. Understand the importance of programme preparation and creating a climate conducive to learning.	2.1. Outline the process for programme preparation and creating a climate conducive to learning to include: a) appropriate consent forms b) risk assessments c) management consent d) resources dates, times and venue	
3. Be able to use different facilitation styles and maintain best practice to promote learning in a group.	3.1. Demonstrate a range of facilitation styles which incorporate best practice to different group situations. 3.2. Outline how you could apply and adapt different facilitation styles as appropriate.	
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	Evaluating Activity Based Youth Work Programmes	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CBD365	
Unit Reference No	J/507/9979	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to monitor and evaluate activity based youth work programmes to include own practice.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of monitoring participant progress.	1.1. Describe the importance of monitoring the progress of participant progress.	
2. Understand the importance of evaluating programmes.	2.1. Demonstrate ways to evaluate own programme. 2.2. Demonstrate methods for participants to evaluate their own progress to include recommendations and feedback.	
3. Understand the need to reflect on own youth work practice.	3.1. Illustrate the need to reflect on own practice 3.2. Demonstrate reflective 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
Written examination	Written answers are provided to set questions which assess the learner's knowledge, skills and abilities	Written questions Learner responses Tutor feedback

Title	Reflective Practice within Youth Work	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY840	
Unit Reference No	D/506/0628	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the rationale for reflective practice and how this may impact on own development.		
Learning Outcomes	Assessment Criteria	
1. Understand the rationale for reflective practice in youth work.	1.1. Explain the key principles of reflective practice. 1.2. Describe how reflective practice can aid own work.	
2. Understand how to apply reflective practice to own youth work.	2.1. Examine methods that support effective reflective practice 2.2. Adapt a reflective practice technique to support own work.	
3. Understand how to plan for future training and/or development.	3.1. Describe own development needs. 3.2. Develop a personal development plan.	
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
Written examination	Written answers are provided to set questions which assess the learner's knowledge, skills and abilities	Written questions Learner responses Tutor feedback

Title	Team Work in a Youth Work Setting	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY844	
Unit Reference No	M/506/0603	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the objectives of team work within a youth work setting.		
Learning Outcomes	Assessment Criteria	
1. Understand the objectives of team working.	1.1. Describe the benefits of working as a team. 1.2. Describe the different roles within teams. 1.3. Describe the barriers to effective team work.	
2. Understand how to contribute to team planning within a youth work setting.	2.1. Describe the objectives of own team. 2.2. Describe how to negotiate and agree objectives. 2.3. Describe own role and responsibilities as a team member. 2.4. Describe the responsibilities of other team members.	
3. Be able to work with others to achieve team objectives within a youth work setting.	3.1. Demonstrate co-operation with colleagues to achieve team objectives and overcome barriers.	
4. Know how to evaluate team's performance.	4.1. Evaluate overall team performance including own contribution.	
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	Sports Coaching in a Youth Work Context
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CAY842
Unit Reference No	T/506/0604
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles of sports coaching within youth work. The learner will be required to facilitate a sports coaching session.	
Learning Outcomes	Assessment Criteria
1. Understand the principles of sports coaching in a youth work context.	1.1. Describe the principles of sports coaching. 1.2. Demonstrate the principles of equity, diversity and interdependence in own coaching practice. 1.3. Describe how sport contributes to the youth service curriculum.
2. Know how to safeguard participants.	2.1. Demonstrate health & safety procedures. 2.2. Demonstrate compliance with all aspects of child protection and vulnerable adults' legislation. 2.3. Demonstrate a culture of anti-discriminatory/anti-bullying practice 2.4. Describe how to promote an ethos of healthy eating and lifestyle with participants.
3. Understand the role of the coach.	3.1. Demonstrate how to focus on participant's development and promoting a positive atmosphere. 3.2. Demonstrate a professional relationship with participants. 3.3. Review performance and set goals in line with participant abilities. 3.4. Describe how to promote a culture of respect and teamwork.
4. Understand the role of communication in the coaching process.	4.1. Describe the role of communication in the coaching process. 4.2. Demonstrate effective communication skills. 4.3. Demonstrate the appropriate use of ICT/social media.
5. Know how to plan a coaching session.	5.1. Identify goals with participants. 5.2. Plan a programme of activities to achieve goals and develop session plans.
6. Know how to conduct sports coaching sessions.	6.1. Demonstrate how to conduct a sports coaching session to include the following: a) introduction & warm-up b) ground rules c) cool down 6.2. Demonstrate the effective use of communication and leadership skills. 6.3. Evaluate session.
7. Use reflective practice to improve development.	7.1. Describe the principles of reflective practice 7.2. Reflect on own practice. 7.3. Describe how to facilitate participants to reflect on own performance and identify learning points.

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	Child Protection Theory in a Youth Work Setting	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAY834	
Unit Reference No	K/506/0597	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the needs and rights of children and how to recognise different forms of child abuse and their effects. The learner will also know how to complete and maintain appropriate confidential records.		
Learning Outcomes	Assessment Criteria	
1. Understand needs and rights of children in a youth work setting.	1.1. Give examples of children's needs and rights and their relevance in youth work. 1.2. Describe how children can be encouraged to protect themselves through a range of activities.	
2. Recognise different forms of child abuse and their effect on children.	2.1. Describe signs and symptoms of possible abuse and their effects.	
3. Understand how to respond professionally to a child's disclosure of abuse in a youth work setting.	3.1. Describe how to respond and care for an abused child in a professionally appropriate manner.	
4. Know how to complete and maintain confidential records.	4.1. Describe how to complete and maintain confidential records. 4.2. Describe why confidentiality is important in relation to child protection.	
5. Understand the role and responsibilities of parents within abusive situations.	5.1. Describe with examples family circumstances which may result in abusive situations and parental roles and responsibilities.	
6. Understand relevant legislative frameworks in relation to child protection within youth work.	6.1. Describe the roles and responsibilities of key professionals in relation to child protection within youth work.	
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	Health and Safety in Youth Work
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CAY865
Unit Reference No	K/506/0616
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of Health & Safety issues within Youth work; including risk, prevention and reporting structures.	
Learning Outcomes	Assessment Criteria
1. Understand health and safety in youth work.	1.1. Describe the consequences of poor health and safety practices. 1.2. Describe common types and causes of work related incidents. 1.3. Identify examples of occupational, environmental and human factors that can affect health and safety. 1.4. Explain the importance of risk assessment in maintaining a healthy, safe work environment.
2. Understand health and safety legislation in youth work.	2.1. Describe the legal responsibilities of employers, employees and volunteers under the Health and Safety at Work Act. 2.2. Describe examples of key safety issues in youth work. 2.3. Describe how health and safety law is enforced and the powers of enforcement agencies. 2.4. Explain the possible consequences for breaches of health and safety legislation. 2.5. Explain own legal responsibility for health and safety.
3. Understand the importance of preventing work-related ill health.	3.1. Describe potential hazards to health in the workplace. 3.2. Describe why health hazards should be risk assessed. 3.3. Describe hazards that require specialist risk assessments. 3.4. Demonstrate how to undertake a risk assessment. 3.5. Explain the need to follow organisational policies and procedures and to report potential health and safety issues.
4. Understand the principles of accident prevention in youth work.	4.1. Give a range of possible accidents, how they should be dealt with and reasons why they should be recorded. 4.2. Describe common causes of fire and identify practical ways to prevent it including the use of fire safety equipment. 4.3. Describe the emergency evacuation procedure of own organisation.

<p>5. Understand the risks associated with poor welfare in youth work.</p>	<p>5.1. Describe the basic facilities required to promote welfare at work. 5.2. Explain how smoking, alcohol and substance misuse can affect the health, safety and welfare of those at work. 5.3. Describe the main effects of stress and how this can be minimised. 5.4. Describe why bullying, harassment and violence must be reported and how these can be minimised. 5.5. Explain the need for first aid provision and the role of a first aider.</p>
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Assessment Guidance

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

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

Title	Understand How to Deal with Sexual Prejudice Through Youth Work	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY845	
Unit Reference No	T/506/0683	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand aspects of human sexuality and issues faced by LGBT young people.		
Learning Outcomes	Assessment Criteria	
1. Understand the definitions of sexuality.	1.1. Describe aspects of human sexuality and associated stereotypes.	
2. Understand factors that contribute to sexual prejudice.	2.1. Describe factors that contribute to sexual prejudice. 2.2. Describe with examples how sexual prejudice can be displayed both directly and indirectly.	
3. Understand the impact of sexual prejudice on Lesbian, Gay, Bisexual, Transsexual (LGBT) young people.	3.1. Describe the impact of sexual prejudice on LGBT young people in the following situations: a) education b) employment c) social d) health e) family f) relationships 3.2. Describe how social barriers may prevent LGBT young people from participating in society.	
4. Understand own values, attitudes and beliefs in relation to sexual prejudice.	4.1. Describe own values, attitudes, beliefs and behaviours in relation to sexual prejudice. 4.2. Describe when own personal values, attitudes, beliefs and behaviours may be challenged. 4.3. Develop a strategy ensuring own working practices are in keeping with the values and principles of youth work.	
5. Understand how own organisation can address sexual prejudice.	5.1. Assess own organisation for indicators of sexual prejudice. 5.2. Develop a curriculum strategy for greater inclusion of LGBT young people. 5.3. Describe services available to support LGBT young people.	
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	The Principles of Equity, Diversity and Interdependence in Youth Work	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAZ382	
Unit Reference No	R/506/0593	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand basic principles of Equity, Diversity and Interdependence in youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand the principles of Equity, Diversity and Interdependence in youth work.	1.1. Explain own understanding of interlinking principles of Equity, Diversity and Interdependence. 1.2. Describe how the principles of Equity, Diversity and Interdependence inform own values and attitudes. 1.3. Evaluate how the principles of Equity, Diversity and Interdependence underpin own youth work.	
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
Written examination	Written answers are provided to set questions which assess the learner's knowledge, skills and abilities	Written questions Learner responses Tutor feedback

Title	Community Relations, Equality and Diversity in Youth Work	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAZ381	
Unit Reference No	J/506/0591	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the basic principles of community relations, equality and diversity in youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand the concept and meaning of Community Relations, Equality and Diversity in youth work.	1.1. Describe the Community Relations, Equality and Diversity issues that young people may face. 1.2. Describe how the Community Relations Equality and Diversity (CRED) Policy informs own youth work. 1.3. Evaluate the role and purpose of CRED within own youth work.	
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
Written examination	Written answers are provided to set questions which assess the learner's knowledge, skills and abilities	Written questions Learner responses Tutor feedback

Title	Understanding Bullying in a Youth Work Context
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CAY847
Unit Reference No	F/506/0606
<i>Unit purpose and aim(s):</i> This unit will enable the learner to recognise bullying and its impact. The learner will also be required to understand preventative bullying strategies.	
Learning Outcomes	Assessment Criteria
1. Be able to recognise bullying.	1.1. Outline different forms of bullying and how it may be overlooked.
2. Recognise the impact of bullying.	2.1. Describe the impact of bullying on individuals. 2.2. Describe the feelings that victims of bullying may experience. 2.3. Describe victims' responses to bullying. 2.4. Describe how others react to bullying.
3. Understand the causes of bullying.	3.1. Describe causes of bullying. 3.2. Describe self esteem issues that bullies may experience and identify strategies to overcome them.
4. Understand own organisation's legal responsibility to young people.	4.1. Describe the legislative context in relation to bullying. 4.2. Outline own organisation's duty of care. 4.3. Describe own responsibility in tackling bullying.
5. Understand strategies to prevent bullying.	5.1. Describe own organisational policies and procedures. 5.2. Describe how adults may contribute and collude in bullying situations. 5.3. Describe ways of creating a positive and inclusive culture for young people.
6. Understand how own organisation engages with stakeholders to address bullying.	6.1. Explain parent's rights and responsibilities in relation to their child's participation in youth work activities. 6.2. Describe how own organisation engages with stakeholders to address bullying.
7. Understand how to deal with a bullying situation.	7.1. Describe interventions that can address a bullying situation. 7.2. Describe how to work with both the victim and bully following the incident. 7.3. Reflect on the incident with colleagues and identify learning points. 7.4. Describe how to report and record the incident in line with organisational policy.
8. Know the sources of support available.	8.1. Describe own organisation's support structures. 8.2. Identify other sources of support for dealing with bullying.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>

Title	Information and Sign Posting Services within Youth Work	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY838	
Unit Reference No	K/506/0633	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to facilitate sign posting and information services to young people within youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand the role of youth workers in facilitating a sign posting and information service to young people.	1.1. Explain the importance of providing accurate and up to date information to young people. 1.2. Describe own role and responsibility in providing impartial information and sign posting to young people.	
2. Understand how to support young people to access information.	2.1. Demonstrate how to facilitate young people to identify their information needs. 2.2. Identify information from sources that are appropriate to the needs of the young people 2.3. Review information with young people and support them to make decisions and plan future goals.	
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 Mediation	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAY860	
Unit Reference No	L/506/0608	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of mediation and its role in conflict resolution.		
Learning Outcomes		Assessment Criteria
1. Understand mediation and its role in conflict resolution.	1.1. Describe the principles of mediation. 1.2. Describe the purpose of mediation in conflict resolution.	
2. Understand the mediation process in practice.	2.1. Describe the mediation process in practice 2.2. Give a range of conflict situations and when mediation is appropriate.	
3. Understand the role of a mediator.	3.1. Describe the role of a mediator. 3.2. Describe the skills and qualities required by a mediator. 3.3. Assess own suitability to undertake the role of a mediator.	
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	Mediation Skills within Youth Work	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAY839	
Unit Reference No	Y/506/0630	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the use of mediation skills including paraphrasing and summarizing. The learner will also be required to appreciate the difference between mediation and co-mediation.		
Learning Outcomes	Assessment Criteria	
1. Be able to use listening skills in the mediation process in a youth work setting.	1.1. Describe the importance of active listening in the mediation process 1.2. Use active listening skills in the mediation process.	
2. Be able to use communication techniques in mediation in a youth work setting.	2.1. Demonstrate the use of paraphrasing and summarising. 2.2. Demonstrate the use of questions to help the parties explore their situation. 2.3. Apply appropriate interventions.	
3. Be able to work with a co-mediator.	3.1. Describe how co-mediation differs from mediation involving a sole mediator. 3.2. Demonstrate how to carry out mediation alongside a co-mediation facilitator.	
4. Understand how to manage own prejudice as a mediator.	4.1. Describe own prejudices. 4.2. Describe ways in which own prejudice can be managed within the mediation process.	
5. Be able to reflect on own mediation skills in a youth work setting.	5.1. Describe own strengths and weaknesses in the use of mediation skills. 5.2. Describe how mediation skills learned have improved interaction skills.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Written examination	Written answers are provided to set questions which assess the learner's knowledge, skills and abilities	Written questions Learner responses Tutor feedback

Title	Games as Learning Tools in Youth Work	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY837	
Unit Reference No	T/506/0635	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of games as a tool in youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand the role of games as a tool in youth work.	1.1. Describe how games promote educational development and the various types available. 1.2. Explain the benefits games can make to the youth work curriculum.	
2. Understand how to plan games.	2.1. Demonstrate how to incorporate games into programme/session plans. 2.2. Demonstrate how to tailor games to the needs of the group. 2.3. Carry out a risk assessment.	
3. Understand how to use games to facilitate learning.	3.1. Describe how to use games to facilitate learning. 3.2. Describe how to facilitate participant reflection on key learning.	
4. Understand the value of evaluation and reflective practice.	4.1. Evaluate planning process. 4.2. Reflect on own ability to use the game to promote learning.	
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	Using ICT in Youth Work	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY862	
Unit Reference No	J/506/0610	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use ICT technologies within youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand the range of ICT technology that may be used within a youth work setting.	1.1. Describe the range of ICT technology that may be used within a youth work setting. 1.2. Describe the range of ways young people use ICT.	
2. Understand the need for safety and security in the use of ICT.	2.1. Describe the need for ICT policies and procedures to ensure the safety and welfare of young people. 2.2. Describe own organisation's ICT policies and procedures. 2.3. Describe the impact of inappropriate use of ICT on young people. 2.4. Describe the professional and ethical boundaries required when using ICT when working with young people	
3. Understand how to use ICT to engage with young people.	3.1. Describe ways ICT can be used to engage young people.	
4. Understand how to use ICT to facilitate the development of young people.	4.1. Describe how ICT fits within the youth work curriculum. 4.2. Describe how to use ICT to promote learning for young people. 4.3. Describe how to make the best use of ICT for different programme areas.	
5. Understand how to use ICT to monitor, evaluate and review own youth work practice.	5.1. Describe how ICT can aid the monitoring, evaluation and review of own youth work practice.	
6. Understand how to use ICT to measure the impact of youth work with young people.	6.1. Describe how ICT can be used to measure the impact of youth work with young people. 6.2. Use an ICT medium to present the impact of youth work with young people.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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Title	Understanding Youth Work in Rural Settings	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY861	
Unit Reference No	R/506/0609	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the needs and barriers which affect young people living in rural areas when participating in youth work activities.		
Learning Outcomes	Assessment Criteria	
1. Understand the individual and collective needs of rural young people.	1.1. Describe the needs and issues faced by young people in rural areas. 1.2. Design, implement and present a community profile in consultation with rural young people. 1.3. Evaluate how the needs and issues of rural young people are addressed within an identified community.	
2. Understand the factors which affect rural young people's participation in youth activities.	2.1. Describe the factors and barriers which impact on young people's participation in youth activities. 2.2. Describe the factors that encourage young people's participation in youth activities.	
3. Understand how youth work principles and practice informs work with rural young people.	3.1. Describe how youth work principles and practice informs youth work in rural areas. 3.2. Evaluate own practice against youth work principles.	
4. Understand how to encourage rural young people's participation in own community.	4.1. Identify practical strategies to reduce the barriers to participation for young people in rural areas. 4.2. Design and implement a strategy to encourage rural young people's participation. 4.3. Evaluate the effectiveness of the strategy.	
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	Disability Awareness in Youth Work	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY866	
Unit Reference No	Y/506/0594	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of disability issues faced within youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand disability and impairment.	1.1. Describe disability and impairment. 1.2. Describe different categories of disability and how they can impact on young people. 1.3. Describe disability stereotypes and where they come from.	
2. Understand inclusive youth work practice for young people with disabilities.	2.1. Outline inclusion and why it is important in youth work practice. 2.2. Demonstrate how to apply inclusive practice.	
3. Understand the laws and practice model relating to young people with disabilities and its impact on youth work.	3.1. Describe laws, social policy and practice models and its impact on youth work practice. 3.2. Outline laws in relation to inclusive practice.	
4. Understand and apply disability etiquette.	4.1. Outline disability etiquette. 4.2. Describe appropriate etiquette and language in relation to people with disabilities. 4.3. Describe how youth workers can implement disability etiquette good practice in own work.	
5. Recognise barriers and attitudes to community inclusion.	5.1. Outline barriers faced by people with disabilities in community life. 5.2. Assess own organisational barriers which may prevent the inclusion of young disabled people. 5.3. Develop strategies to involve people with disabilities in own community. 5.4. Outline what is meant by the term Reasonable Adjustment. 5.5. Demonstrate how Reasonable Adjustment may be applied to the provision of youth and community services to people with disabilities.	
6. Develop an inclusive project.	6.1. Demonstrate how to engage with partner organisations working in the field of disability. 6.2. Develop an inclusive project. 6.3. Review and evaluate the project and develop action plan for future work.	
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	Learner notes/written work Learner log/diary Peer notes

	<p>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</p>	<p>Record of observation Record of discussion</p>
<p>Practical demonstration/assignment</p>	<p>A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</p>	<p>Record of observation Learner notes/written work Learner log</p>

Title	Youth Work with Deaf Young People	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAY864	
Unit Reference No	D/506/0614	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the values and principles of youth work with deaf young people. The learner will be able to demonstrate different methods of communication.		
Learning Outcomes	Assessment Criteria	
1. Understand the values and principles of youth work with deaf young people.	1.1. Describe the values and principles of youth work when working with deaf young people and how these may be implemented.	
2. Understand issues faced by deaf young people.	2.1. Describe issues faced by deaf young people. 2.2. Describe how deaf young people can be encouraged to express their individual and collective needs.	
3. Understand how to communicate effectively with deaf young people.	3.1. Describe different communication strategies when communicating with deaf young people. 3.2. Demonstrate appropriate communication methods when working with deaf young people.	
4. Understand how to involve deaf young people in planning their own programmes.	4.1. Demonstrate how to involve deaf young people in planning their own programmes. 4.2. Plan, deliver and evaluate an activity/workshop involving deaf young people.	
5. Understand Child Protection in relation to deaf youth provision.	5.1. Describe the importance of Child Protection in deaf Youth Work.	
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 Mental Health in a Youth Work Setting	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAY835	
Unit Reference No	F/506/0637	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the term Mental Health and recognise a range of management techniques associated with this behaviour.		
Learning Outcomes	Assessment Criteria	
1. Understand what is meant by the term Mental Health.	1.1. Define the term Mental Health. 1.2. Describe a range of symptoms associated with mental health illness and their impact.	
2. Recognise methods for treating and or controlling mental illness in a youth work setting.	2.1. Describe a range of approaches on how to manage and treat mental illness. 2.2. Compare the strengths and weaknesses of these approaches.	
3. Recognise a range of management techniques to deal with aggressive behaviour in a youth work setting.	3.1. Describe signs of aggressive behaviour and their causes. 3.2. Describe a range of management techniques to defuse and control aggressive behaviour in a youth work setting.	
4. Understand the role of communication when dealing with mental health issues.	4.1. Describe the role of communication skills when dealing with mental health issues. 4.2. Outline the strengths and weaknesses of both verbal and non-verbal communication skills.	
5. Know the role and function of mental health care agencies.	5.1. Describe the role and function of a range of mental health care agencies.	
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	Youth Work in a Faith Context	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	12	
OCN NI Unit Code	CAY863	
Unit Reference No	R/506/0612	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the purpose of youth work in a faith context and how it can contribute to the wider community.		
Learning Outcomes	Assessment Criteria	
1. Understand the purpose of youth work in a faith context.	1.1. Describe the purpose of youth work in a faith context and within own youth group. 1.2. Outline the opportunities and challenges when working with young people. 1.3. Describe how youth work in a faith context can contribute to the wider community.	
2. Understand the application of the values and principles of youth work in a faith context.	2.1. Describe how the values and principles of faith based youth work support young people's development. 2.2. Describe how personal belief impacts on own youth work. 2.3. Outline and apply three values and principles of youth work practice in a faith context.	
3. Understand different models of youth work in a faith context.	3.1. Compare three different models of youth work in a faith context.	
4. Understand why people get involved in faith based youth work and the barriers to their participation.	4.1. Describe issues around inclusion within own context. 4.2. Describe how a youth group in a faith context can work inclusively. 4.3. Describe how faith based youth groups can work together to promote equality and diversity.	
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	Support Young People's Leisure Activities in a Youth Work Context	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CAY843	
Unit Reference No	A/506/0622	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of supporting leisure activities in a youth work context. The learner will be required to facilitate and evaluate a leisure activity session.		
Learning Outcomes		Assessment Criteria
1. Understand the importance of leisure activities for young people in youth work.	1.1. Describe the importance of leisure activities in youth work and their contribution to young people's development. 1.2. Outline the requirements of the UN Convention on the Rights of the Child in relation to leisure activities. 1.3. Describe the characteristics of self-directed leisure activities.	
2. Understand how to support young people's leisure activities.	2.1. Describe own role in supporting young people's leisure activities. 2.2. Carry out safety checks on areas used for young people's leisure activities. 2.3. Demonstrate how to facilitate young people's leisure activities.	
3. Be able to support young people undertaking leisure activities in relation to risk and challenge.	3.1. Describe the value of risk and challenge in young people's leisure activities. 3.2. Describe with examples what is meant by unacceptable risk and challenge in young people's leisure activities. 3.3. Describe why it is important for young people to manage own risk and challenge.	
4. Be able to reflect on own practice when supporting young people's leisure activities.	4.1. Reflect on all aspects of own practice in supporting young people's leisure activities and identify 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

Title	Restrictive Physical Interventions in Youth Work Settings
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CAY841
Unit Reference No	L/506/0625
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the appropriate use of RPI and the associated reporting procedures.	
Learning Outcomes	Assessment Criteria
1. Understand the terms restraint, restrictive physical intervention (RPI) and reasonable force.	1.1. Describe what is meant by the terms restraint, restrictive physical intervention and reasonable force.
2. Understand the legal and ethical context for the use of RPI in a youth work setting.	2.1. Describe the use of RPI under criminal and civil law. 2.2. Describe the ethical considerations in the use of RPI. 2.3. Describe the use of RPI from a children's rights perspective. 2.4. Describe the legal justification for the use of RPI.
3. Understand the need for planned RPI interventions.	3.1. Describe why an RPI plan is required within a positive behaviour policy. 3.2. Describe own and team responsibilities under an RPI plan. 3.3. Describe why RPI should only be used as a last resort. 3.4. Describe other strategies that could be used to de-escalate volatile situations.
4. Understand the appropriate use of RPI.	4.1. Describe RPI techniques and situations in which they are most appropriate. 4.2. Describe the need for proportionate RPI to the size/age of the young person.
5. Understand the importance of recording RPI incidents.	5.1. Describe why the use of RPI must be recorded and reported. 5.2. Describe the list of issues that should be recorded/reported. 5.3. Describe the reporting process within own organisation.
6. Understand the need for de-briefing and follow-up actions after the use of RPI.	6.1. Describe the need for de-briefing after the use of RPI. 6.2. Describe the range of issues to be addressed at de-brief. 6.3. Describe the need to de-brief the young person and their parents involved in the incident. 6.4. Identify learning points from the incident.
7. Understand the need to monitor the use of RPI.	7.1. Describe the benefits of monitoring the use of RPI. 7.2. Describe a structured approach to monitoring the use of RPI.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>

Title	Bilingualism Practice in Youth Work	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY836	
Unit Reference No	D/506/0600	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand best practice in bilingual youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand the role of Youth Work in personal development and language revival.	1.1. Explain the youth sector's role in the personal development of young people, particularly through language and cultural awareness. 1.2. Explain how youth work can contribute to community empowerment and language revival.	
2. Understand the concept and practice of bilingual youth work.	2.1. Demonstrate an understanding of bilingual and immersion education. 2.2. Demonstrate an understanding of the difference between 'formal' and 'social' language use. 2.3. Describe the practices that promote and facilitate the social usage of a minority language in a youth setting.	
3. Understanding best practice in bilingual youth work.	3.1. Apply good practice procedures which promote and support a bilingual environment. 3.2. Explain how positive language practices can foster an understanding of other cultures. 3.3. Describe how best practice and policies in bilingual youth work can enrich the youth setting and contribute to the values of youth work.	
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 Cultural, Personal and Local Identity	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY849	
Unit Reference No	K/506/0602	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the link between cultural, personal and local identity and the inclusion of different cultural groups.		
Learning Outcomes	Assessment Criteria	
1. Understand the link between identity and language.	1.1. Describe the importance of language to the development of cultural identity. 1.2. Explain the link between cultural, local and personal identity. 1.3. Describe the elements that make up cultural, local and personal identity.	
2. Understand the link between bi/multi-lingualism and tolerance of different cultures/languages.	2.1. Explain the importance of language awareness to cultural tolerance and understanding. 2.2. Explain the importance of encouraging the inclusion of people from different linguistic backgrounds. 2.3. Describe a range of approaches multi-lingual societies have to the inclusion of different cultural groups.	
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	Understanding Cultural Revival	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY848	
Unit Reference No	J/506/0607	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of cultural revival to local communities.		
Learning Outcomes	Assessment Criteria	
1. Understand the various stages of cultural revival.	1.1. Describe the various elements of cultural revival to include: a) language b) sport c) dance d) music 1.2. Explain how language is a key component to cultural revival. 1.3. Describe how young people may contribute to cultural and language revival.	
2. Understand how to promote successful cultural revival.	2.1. Explain the empowering effect cultural revival can have on a community. 2.2. Describe the skills and qualities needed to promote successful cultural revival.	
3. Understand the link between community development and cultural revival.	3.1. Describe the role of the broader community to local cultural revival. 3.2. Describe ways in which cultural revival can contribute 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

Title	Understand the Diversity of Language	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY846	
Unit Reference No	A/506/0605	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the diversity of language within different cultures.		
Learning Outcomes	Assessment Criteria	
1. Understand the diversity of language.	1.1. Describe how language can be more than a method of communication. 1.2. Describe the relationship and difference between various languages. 1.3. Explain the influence of language on cultural perspectives.	
2. Understand the relationship between language and power.	2.1. Describe the effects of power and globalisation on minority and majority languages around the world. 2.2. Describe the implications and reasons for language decline in various cultures. 2.3. Identify minority languages that have either suffered or flourished while co-existing with a majority language.	
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	Understanding Language and Educational Development within a Youth Work Setting	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	6	
OCN NI Unit Code	CAY850	
Unit Reference No	A/506/0619	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of using native language in immersion education within youth work.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of the use of the native language in an immersion education youth setting.	1.1. Identify practical ways of promoting the use of the native language in the youth setting. 1.2. Develop and maintain own immersion education in a youth environment. 1.3. Contribute to the development of strategies aimed at increasing the social use of own native language in a youth setting.	
2. Understand the need for continuous personal and linguistic development to enhance professional competence.	2.1. Explain the importance of language competence in enhancing the immersion education youth environment. 2.2. Identify means to develop specific language skills for own youth work setting. 2.3. Investigate formal and non-formal training to assist own personal and linguistic development.	
3. Understand the importance of providing appropriate youth work training and resources through the medium of a native language.	3.1. Identify with examples various youth work themed courses. 3.2. Describe the importance of these courses to the personal and social development of young people. 3.3. Demonstrate an ability to deliver one or more of these courses through the medium of a native language.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Quality Assurance of Centre Performance

External Verification

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

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the 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

Registration

A centre must register learners within 90 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, Certificate and Diploma in Youth Work Practice

OCN NI Level 2 Award in Youth Work Practice

Qualification Number: 601/2777/6

Operational start date: 01 March 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Certificate in Youth Work Practice

Qualification Number: 601/2778/8

Operational start date: 01 March 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Diploma in Youth Work Practice

Qualification Number: 601/2779/X

Operational start date: 01 March 2014
Operational end date: 31 December 2030
Certification end date: 31 December 2032

Contact Details

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

Phone: 028 90463990
Web: www.ocnni.org.uk