



Qualification Specification:

OCN NI Level 2 Award in Sustainability in the Workplace

- **Qualification No: 610/6349/6**

OCN NI Level 2 Certificate in Sustainability in the Workplace

- **Qualification No: 610/6352/6**

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Newly developed qualifications	V1.0 – June 2025

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

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

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

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

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4. About this Specification

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

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

The qualification specification will detail the following aspects of the OCN NI Level 2 Award and Certificate in Sustainability in the Workplace.

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

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

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

4.1 Additional Support

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

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

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

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Sustainability in the Workplace

Qualification Number: 610/6349/6

OCN NI Level 2 Certificate in Sustainability in the Workplace

Qualification Number: 610/6352/6

Operational start date: 15 September 2025

Review date: 14 September 2030

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

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

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

5.2 Sector Subject Area

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

15.3 Business management

NOS:

[PPLTT59 – Undertake your duties in a sustainable way in your workplace](#)

[LANWFS14 – Manage energy efficiency in workplace and facilities services](#)

[COGSBP17 – Promote Energy Efficiency within Sustainable Business Practice](#)

[COGSBP21 - Control Energy Efficiency within Sustainable Business Practice](#)

[COGSBP01 – Develop a Strategy that Strives to Achieve Sustainability within Sustainable Business Practice](#)

[COGSBP02 – Develop a Sustainability Policy](#)

[COGSBP04 – Lead the Development of Sustainable Business Practice](#)

[COGSBP33 – Manage Adaption to Environmental Change in Support of Sustainable Business Practice](#)

[LANEM17 – Plan, develop and implement organisational energy performance monitoring processes](#)

[SFLO41 – Minimise the environmental impact of logistics operations](#)

[LANEM18 – Monitor and evaluate organisational energy performance](#)

[LANEM19 – Monitor and evaluate departmental or project energy performance](#)

[LANEM20 – Plan, develop and implement organisational energy performance improvement processes](#)

[LANWFS15 – Contribute to sustainable practice in workplace and facilities services](#)

[COGSBP23 – Control Water Usage Efficiency within Sustainable Business Practice](#)

[COGSBP18 – Promote Waste Minimisation within Sustainable Business Practice](#)

[COGSBP22 – Control Waste Minimisation within Sustainable Business Practice](#)

[LANCS36 – Carry out work to create, restore or manage habitats](#)

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aim and Objectives

Qualifications' Aim

The aim of the OCN NI Level 2 Award and Certificate in Sustainability in the Workplace qualification is to provide knowledge and skills in the use of sustainable strategies and practices within workplace environments.

Qualifications' Objectives

The objectives of the OCN NI Level 2 Award and Certificate in Sustainability in the workplace are to develop an understanding of:

- Renewable Energy in the Workplace
- Workplace Energy Efficiency and Management
- Sustainable Waste Management in the Workplace
- Sustainable Management of Water Resources Within Workplaces
- Conservation of Biodiversity in the Workplace

5.5 Target Learners

The OCN NI Level 2 Award and Certificate in Sustainability in the Workplace are targeted at individuals who have an interest or involvement in managing environmental sustainability and efficiently utilising renewable energy.

5.6 Entry Requirements

There are no formal entry requirements although learners should be at least 14 years of age.

5.7 Progression

The OCN NI Level 2 Award and Certificate in Sustainability in the Workplace qualification allows for progression within the suite and to further learning in this area and/or into employment.

5.8 Delivery Language

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

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

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

*Note: An individual cannot serve as an Internal Quality Assurer for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

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

6.5 Assessor Requirements

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

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

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

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

6.6 Internal Quality Assurer Requirements

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

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **Internal Quality Assurance Expertise:** Internal Quality Assurers should have direct or related experience in the field of verification and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Quality Assurers Qualification:** Internal Quality Assurers should hold or be currently undertaking a recognised Internal Quality Assurer's qualification; or must have attended the OCN NI Internal Quality Assurance Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal Quality Assurers are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Award and Certificate in Sustainability in the Workplace is to equip learners with the knowledge and practical skills to promote and implement sustainable practices within workplace environments. It introduces key concepts such as energy efficiency, waste reduction, water conservation, and biodiversity protection, helping learners understand how everyday workplace activities impact the environment. Learners will explore how to identify sustainability challenges, apply environmentally responsible solutions, and support their organisation's efforts toward achieving Net Zero and broader climate goals. This qualification is ideal for those seeking to enhance their employability in the green economy or contribute meaningfully to sustainability initiatives in their current role.

7.2 Qualification Level

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

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 2 Award in Sustainability in the Workplace	
Minimum Total Qualification Time (TQT):	70 hours
Minimum Total Credits Required:	7 credits
Minimum Guided Learning Hours (GLH):	56 hours
OCN NI Level 2 Certificate in Sustainability in the Workplace	
Minimum Total Qualification Time (TQT):	140 hours
Minimum Total Credits Required:	14 credits
Minimum Guided Learning Hours (GLH):	112 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Sustainability in the Workplace** the learner must successfully complete the mandatory unit and one optional unit, for a minimum of 7 credits.

To achieve the **OCN NI Level 2 Certificate in Sustainability in the Workplace** the learner must successfully complete the mandatory unit and 3 units from the following optional units for a minimum of 14 credits.

8. Assessment Structure

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

8.1 Assessment Guidance: Portfolio

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

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

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

8.2 Understanding the Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Sustainability in the Workplace

Minimum Total Qualification Time (TQT) for this qualification: 70 hours

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

In order to achieve the OCN NI Level 2 Award in Sustainability in the Workplace, the learner must successfully complete the mandatory unit and one optional unit, for a minimum of 7 credits.

OCN NI Level 2 Certificate in Sustainability in the Workplace

Minimum Total Qualification Time (TQT) for this qualification: 140 hours

Minimum Guided Learning Hours (GLH) for this qualification: 112 hours

In order to achieve the OCN NI Level 2 Certificate in Sustainability in the Workplace, the learner must successfully complete the mandatory unit and 3 units from the following optional units for a minimum of 14 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory unit					
R/651/7493	CBG779	Renewable Energy in the Workplace	4	32	Two
Optional units					
T/651/7494	CBG780	Workplace Energy Efficiency and Management	4	32	Two
Y/651/7495	CBG781	Sustainable Waste Management in the Workplace	4	32	Two
A/651/7496	CBG782	Sustainable Management of Water Resources Within Workplaces	3	24	Two
D/651/7497	CBG783	Conservation of Biodiversity in the Workplace	3	24	Two

10. Unit Content

Title	Renewable Energy in the Workplace
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBG779
Unit Reference No	R/651/7493
Learn Direct Code	QB9
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the benefits and challenges associated with adoption of renewable energy systems within the workplace.	
Learning Outcomes	Assessment Criteria
1. Understand renewable energy.	1.1. Define the term renewable energy and explain its significance in the context of sustainable development. 1.2. Assess the key elements of government regulations, incentives and policies that support the integration of renewable energy systems in the workplace. 1.3. Compare and contrast the advantages and disadvantages of using renewable energy sources to non-renewable energy sources.
2. Understand the benefits of renewable energy in the workplace.	2.1. Explain how the use of renewable energy can help reduce greenhouse gas emissions and mitigate climate change. 2.2. Assess the potential cost savings and financial benefits of the adoption of renewable energy in a given workplace. 2.3. Summarise other non-environmental benefits of using renewable energy in the workplace.
3. Understand the use of renewable energy systems in different workplace settings.	3.1. Identify various renewable energy technologies that can be implemented in the workplace. 3.2. Compare the advantages and limitations of each renewable energy source identified in AC 3.1 in the context of workplace sustainability. 3.3. Assess the suitability of different renewable energy sources for given workplace settings.
4. Be able to develop a strategy for promoting renewable energy adoption in the workplace.	4.1. Evaluate the current energy consumption of a given workplace identifying opportunities for renewable energy system adoption. 4.2. Identify potential barriers and challenges to the adoption of the renewable energy systems identified in AC 4.1 and propose strategies to address them. 4.3. Develop strategies for raising awareness and engaging employees of the workplace identified in AC 4.1 in renewable energy initiatives.

Assessment Guidance
NOS:

PPLTT59 – Undertake your duties in a sustainable way in your workplace

LANWFS14 – Manage energy efficiency in workplace and facilities services

COGSBP01 – Develop a Strategy that Strives to Achieve Sustainability within Sustainable Business Practice

COGSBP02 – Develop a Sustainability Policy

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

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

Learning Outcome	Unit title: Renewable Energy in the Workplace
1. Understand renewable energy.	Scope Teaching will cover: Understanding the many areas of renewable technologies, how they can replace current fossil fuel energy options, current legislation driving change and best practices. • Solar • Wind • Hydro • Heat • Biofuels
2. Understand the benefits of renewable energy in the workplace.	Scope Teaching will cover: Understanding what Green House Gases are, how adapting to renewable/green technologies will affect positive change. • Oil or Gas Boiler emissions • Coal and Gas-powered Electrical Grid emissions • Petrol and Diesel vehicle emissions
3. Understand the use of renewable energy systems in different workplace settings.	Scope Teaching will cover: The principle environmental, sustainable and economic benefits of converting from fossil fuel energy to renewable energy the cost savings and emission reductions. • Oil or Gas Heating to Heat Pumps • Power Grid to Solar PV and Battery power • Petrol and Diesel to Electric Vehicles
4. Be able to develop a strategy for promoting renewable energy adoption in the workplace.	Scope Teaching will cover: Understanding current energy consumption and planning, designing and demonstrating how replacement Green Technologies can replace or reduce current energy trends. • Reduced Greenhouse Gas Emissions • Lowering the carbon footprint • Improvement in Air and Water Quality

Title	Workplace Energy Efficiency and Management
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBG780
Unit Reference No	T/651/7494
Learn Direct Code	QB9
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand workplace energy efficiency and management and how this contributes to more sustainable workplaces.	
Learning Outcomes	Assessment Criteria
1. Understand energy efficiency and management in the workplace.	1.1. Define the term energy efficiency and explain the importance of energy management in workplace adoption of sustainable practices. 1.2. Identify the key factors that influence energy consumption in the workplace. 1.3. Describe the key elements of legislative and regulatory frameworks related to energy efficiency and management.
2. Understand the impact of energy management.	2.1. Describe the environmental impacts of high energy consumption in the workplace. 2.2. Assess the direct and indirect financial costs associated with poor energy management. 2.3. Explain the potential financial, environmental, and social benefits of implementing energy management practices in the workplace
3. Be able to analyse energy consumption and identify areas for improvement in energy efficiency.	3.1. Collect and analyse energy consumption data in a given workplace. 3.2. Use the analysis conducted in AC 3.1 to identify areas of high energy consumption or energy wastage in the workplace. 3.3. Use the identification of areas of high energy consumption or energy wastage in AC 3.2 to develop proposals for specific measures or improvements in order to improve energy efficiency.
4. Be able to implement energy saving practices and behaviours.	4.1. Assess a given workplace or organisation to identify opportunities to reduce energy consumption and suggest practical methods and measures to achieve this. 4.2. Implement methods and measures identified in AC 4.1 within a given workplace or organisation. 4.3. Promote energy-saving behaviours among colleagues and stakeholders in a given workplace or organisation. 4.4. Evaluate the effectiveness of the energy-saving methods and practices implemented in AC 4.2 and promotion of energy-saving behaviours carried out in AC 4.3.

Assessment Guidance

NOS:

LANWFS14 – Manage energy efficiency in workplace and facilities services

COGSBP17 – Promote Energy Efficiency within Sustainable Business Practice

COGSBP21 - Control Energy Efficiency within Sustainable Business Practice

COGSBP04 – Lead the Development of Sustainable Business Practice

LANEM17 – Plan, develop and implement organisational energy performance monitoring processes

LANEM18 – Monitor and evaluate organisational energy performance

LANEM20 – Plan, develop and implement organisational energy performance improvement processes

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

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

Learning Outcome	Unit title: Workplace Energy Efficiency and Management
1. Understand energy efficiency and management in the workplace.	Scope Teaching will cover: The effective use, conservation, regulation and optimisation of energy resources within domestic, commercial and industrial sectors. • reducing energy usage in private residences • energy management lowering energy usage in commercial structures • energy management in industry is to increase the energy effectiveness of production processes • energy performance certificates (EPCs)
2. Understand the impact of energy management.	Scope Teaching will cover: The impact of inadequate energy management versus good energy management in relation to the areas below. • Energy costs and bills – economic impact on business • Sustainability – Products/Materials and practices used • Environmental Effects - pollutants • Wellbeing – working environment • Customer expectations – environmental and sustainability responsibilities are high customer expectations
3. Be able to analyse energy consumption and identify areas for improvement in energy efficiency.	Scope Teaching will cover: How energy audits are completed, the methodology employed to capture energy measurements, and how to make energy reduction improvements. • Performing energy audits • Identify areas of high energy consumption • Identify areas of energy loss - waste
4. Be able to implement energy saving practices and behaviours.	Scope Teaching will cover: The effective impact on energy usage, environmental improvement and sustainability through adapting new technologies. • Investment in renewable energy projects • Energy Awareness and Education • Exchanging fossil fuels for renewable technologies • Smarter working and Smarter systems to manage energy

Title	Sustainable Waste Management in the Workplace
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBG781
Unit Reference No	Y/651/7495
Learn Direct Code	QB9
<i>Unit purpose and aim(s):</i> This unit enables the learner to understand the sources, types, and impacts of waste, along with key legislation and management practices. Learners will also be able to identify and promote sustainable waste strategies within organisations.	
Learning Outcomes	Assessment Criteria
1. Understand types and sources of waste.	1.1. Define the terms waste and waste management 1.2. Describe trends of waste generation over time and factors that influence waste quantities 1.3. Identify the different types of waste, classifications and their sources 1.4. Identify the main waste streams generated in own workplace or given organisation and describe how they are managed.
2. Understand the principles of waste management in the workplace and associated legislation and regulation.	2.1. Describe the waste management hierarchy and its importance. 2.2. Describe and compare different methods available for treatment and disposal of waste 2.3. Describe ways in which businesses and industry may reduce the impact of waste 2.4. Describe the key elements of UK legislation and regulation regarding waste management.
3. Understand the importance of managing waste using sustainable practices.	3.1. Describe how to manage and store waste appropriately in own workplace or given organisation. 3.2. Describe the potential environmental impact of inappropriate waste management. 3.3. Explain the potential negative impacts of inefficient and ineffective management of waste in own workplace or given organisation. 3.4. Explain the roles that external organisations may play in supporting workplace waste management.
4. Be able to plan to improve the management of waste in an organisation.	4.1. Summarise different strategies that could be implemented in organisations to improve sustainable waste practices. 4.2. Produce a plan to improve the management of waste in a given organisation.
5. Understand methods, initiatives and green technologies that support the improvement of sustainability in workplaces.	5.1. Describe methods and initiatives that could be implemented in own workplace or given organisation to improve sustainability performance. 5.2. Summarise key green technologies which may support improvement of a workplace's sustainability. 5.3. Describe potential barriers to embedding sustainability within own workplace of given organisation.

Assessment Guidance
NOS:
COGSBP18 – Promote Waste Minimisation within Sustainable Business Practice
COGSBP22 – Control Waste Minimisation within Sustainable Business Practice

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

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

Learning Outcome	Unit title: Sustainable Waste Management in the Workplace
1. Understand types and sources of waste.	Scope Teaching will cover: Defining what is waste in the workplace, how to identify both good and bad practice and introduce new measures to eliminate or reduce waste. - trends of generating waste - types of waste and their classifications - Identify where the waste is generated in your workplace
2. Understand the principles of waste management in the workplace and associated legislation and regulation.	Scope Teaching will cover: The waste management hierarchy as a strategic framework that prioritising best waste management options based on their environmental impact. - The Waste Regulations (Northern Ireland) 2011 - Waste and Contaminated Land (Northern Ireland) Order 1997 - Prevention - Reuse - Recycling - Recovery - Disposal
3. Understand the importance of managing waste using sustainable practices.	Scope Teaching will cover: How to manage and store waste appropriately in your workplace, handling of hazardous waste and scheduling waste disposal - Staff Training - Specialised Storage - Exact Waste Labelling - Protective Measures for different waste types - Maintain Records accurate waste records - Maintain appropriate waste Licensing - Duty of Care – to staff/customers and the general public
4. Be able to plan to improve the management of waste in an organisation.	Scope Teaching will cover: Understanding the strategies that can be implemented in the workplace to improve sustainable waste practices - Conduct effective waste audits - Segregation of waste - Raise waste awareness across all staff and all areas - Continually monitor your process - Review and adapt your action plan annually
5. Understand methods, initiatives and green technologies that support the improvement of sustainability in workplaces.	Scope Teaching will cover: Understanding the new Green Technologies that can be utilised in the home or workplace to meet the journey to net zero 2050 - Electric Car Charging Points - Solar Photo Voltaic with Battery Storage Systems - Heat Pump Heating Systems - Fabric First Insulation approach - Review and adapt your action plan annually

Title	Sustainable Management of Water Resources within Workplaces	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG782	
Unit Reference No	A/651/7496	
Learn Direct Code	QB9	
Unit purpose and aim(s): This unit will enable the learner to understand the importance of managing water resources and how individuals and workplaces can work to use water more sustainably.		
Learning Outcomes		Assessment Criteria
1. Be able to explain the importance of water and analyse water quality .	1.1. Identify the roles water plays within an ecosystem. 1.2. Describe how legislation is being used to protect water resources at international, national and local levels. 1.3. Explain the benefits of sustainable water management. 1.4. Analyse results obtained from given water samples to determine water quality.	
2. Understand the threats to water quality and resources.	2.1. Describe, using examples how the following threaten water quality: a) pollution b) mismanagement of water resources c) climate change d) agriculture e) population growth 2.2. Illustrate the consequences to individuals, workplaces and ecosystems or the mismanagement of water resources.	
3. Be able to identify actions that can be implemented to improve the sustainable management of water resources.	3.1. Assess the current water footprint of a given organisation or workplace or individual 3.2. Describe methods that individuals and organisations can implement to improve the management of water resources 3.3. Select with justification actions an organisation can implement to improve sustainable management of water resources.	
Assessment Guidance		
NOS:		
COGSBP23 – Control Water Usage Efficiency within Sustainable Business Practice		
LANWFS15 – Contribute to sustainable practice in workplace and facilities services		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical
demonstration/assignment

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge

Record of observation
Learner notes/written work
Learner log

Learning Outcome	Unit title: Sustainable Management of Water Resources within Workplaces
1. Be able to explain the importance of water and analyse water quality .	Scope Teaching will cover: Understanding the importance of managing water resources and how individuals and workplaces can work to use water more sustainably • Be able to explain the importance of water • Understand the threats to water resources • Be able to apply methods to manage water resources more sustainably • Environmental Preservation • Economic Efficiency • Health and Well-being
2. Understand the threats to water quality and resources.	Scope Teaching will cover: the fragility of water as a natural resource and how mismanagement can threaten quality, supply and distribution • Pollution • Mismanagement of water resources • Climate Change • Agriculture • Population Growth • Mismanagement - Ecosystems
3. Be able to identify actions that can be implemented to improve the sustainable management of water resources.	Scope Teaching will cover: understanding how to implement and improve the management of water resources through applying methods to manage water resources more sustainably • The water dependence in domestic, commercial and industrial supply chains • How regulations are working to protect water • What secure energy and food supplies are • Consider ways to reduce water footprint and manage water use better

Title	Conservation of Biodiversity in the Workplace
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG783
Unit Reference No	D/651/7497
Learn Direct Code	QB9
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of biodiversity and how individuals and workplaces can work to conserve and increase biodiversity.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of biodiversity.	1.1. Describe what is meant by the term biodiversity. 1.2. Describe the role an ecosystem plays in supporting the animals and plants within it. 1.3. Describe how legislation is being used to protect biodiversity at international, national and local levels. 1.4. Describe safe ways to measure biodiversity. 1.5. Explain the benefits of high levels of biodiversity.
2. Understand threats to biodiversity.	2.1. Describe, using examples how the following threaten biodiversity: a) habitat loss b) overpopulation c) intensive farming d) invasive alien species e) climate change f) pollution 2.2. Explain how species loss may affect a given ecosystem.
3. Be able to select methods or initiatives to conserve and increase biodiversity.	3.1. Assess the current biodiversity levels within a given organisation or workplace. 3.2. Describe methods or initiatives that individuals and organisations or workplaces can implement to conserve and increase biodiversity. 3.3. Select with justification methods or initiatives a given organisation or workplace can implement to conserve and increase biodiversity.

Assessment Guidance
NOS
LANCS36 – Carry out work to create, restore or manage habitats
SFLLQ41 – Minimise the environmental impact of logistics operations
COGSBP33 – Manage Adaption to Environmental Change in Support of Sustainable Business Practice

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

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

Learning Outcome	Unit title: Conservation of Biodiversity in the Workplace
1. Understand the importance of biodiversity.	Scope Teaching will cover: What biodiversity means in the workplace and why biodiversity provides resources that companies depend on, such as timber, water, and minerals. • The Significance of Biodiversity • Environmental, Social, and Governance (ESG) programs • Economic value • Climate change mitigation • Human wellbeing • Understanding biodiversity net gain
2. Understand threats to biodiversity.	Scope Teaching will cover: All threats to biodiversity from construction, agriculture, commerce, industry and dwellings, and the associated threats from invasive species, climate change and pollution • Habitat management and monitoring plan • Guidance for land managers. • Local Government Association's Planning Advisory Service • Guidance for developers • Guidance for local planning authorities
3. Be able to select methods or initiatives to conserve and increase biodiversity.	Scope Teaching will cover: Best biodiversity practices, BNG, that will ensure that habitats are left in a measurably better state than they were before the development • Measure the biodiversity value of your existing habitat • Advise on suitable habitat creation or enhancement for the land • Calculate the number of biodiversity units for existing habitat, or habitat enhancements to achieve BNG • Using the statutory biodiversity metric tool • On-site units, off-site units and statutory biodiversity credits • Follow the 3-way plan a developer can achieve BNG

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

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

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

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

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

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

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

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

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

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

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

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

11.2 Internal Quality Assurance

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

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

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

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

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and internal quality assurance team needs to keep effective records.

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

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

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

11.4 External Quality Assurance

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

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

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

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

11.5 Standardisation

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

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

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

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

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

12. Administration

12.1 Registration

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

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

12.2 Certification

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

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

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

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5 Retention of Evidence

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

OCN NI Level 2 Award in Sustainability in the Workplace**Qualification Number: 610/6349/6****OCN NI Level 2 Certificate in Sustainability in the Workplace****Qualification Number: 610/6352/6**

Operational start date: 15 September 2025

Review date: 14 September 2030

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Analyse	To examine closely and break into components to enable results to be interpreted and findings presented.	The learner will be expected to perform a critical process which will involve closely examining data, breaking it into meaningful components, interpreting the results, and presenting clear findings to inform future decisions and / or draw meaningful conclusions.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.
Define	Description of what a term means and its application i.e. to specify meaning.	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance.

Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution.	The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. The learner implements the design by constructing the item, executing the process, or coding the algorithm. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements.
Explain	Make clear a given subject matter and / or give reasons for and/or the procedure in a given situation or regarding a given subject matter / Setting out purposes or reasons.	The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for its importance and / or significance. The learner will be expected to demonstrate a detailed comprehension of the subject matter.
Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
Implement	To effectively carry out and execute processes, procedures, or plans, ensuring they are completed as intended	The learner will be expected to have a clear comprehension of the process or procedure to be implemented. This involves understanding the steps, objectives, and expected outcomes. The learner must

		develop a plan to execute the process. This involves organising resources, setting timelines, and preparing for potential challenges. The learner must carry out the process according to the plan. This involves following the steps meticulously and ensuring that each action is performed correctly.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Promote	To advance, support, or encourage the development or success of something or someone.	The learner is expected to go beyond simply describing or explaining—they need to actively advocate for, encourage, or support a concept, behaviour, or practice. The learner can do this by showing how something can be encouraged or made more widespread. They may suggest practical steps or strategies to support the idea; actively make something more visible or well-known, often through communication or marketing and help bring about a desired outcome by taking action or

		influencing others.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.
Use	To effectively apply information, items, or equipment to produce desired outcomes or enhance understanding.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.