



Qualification Specification:

OCN NI Level 2 Certificate in Circular Economy

- **Qualification No: 610/6496/8**

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
	Newly developed qualification	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 Certificate in Circular Economy**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. 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 Certificate in Circular Economy**.

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

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

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

4.1 Additional Support

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

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support Centres in the delivery of this qualification. 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 this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 2 Certificate in Circular Economy

Qualification Number: 610/6496/8

Operational start date: 15 September 2025

Review date: 14 September 2030

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification 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 this qualification is:

15.3 Businessmanagement

[LANCS27 – Reduce and manage waste in your area of responsibility](#)

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

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

[COGSBP11 – Implementing Life Cycle Thinking Within an Organisation in Support of Sustainable Business Practice](#)

[COGSBP07 – Ensure Compliance with Legal and Non-regulatory Requirements in Support of Sustainable Business Practice](#)

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 2 Certificate in Circular Economy qualification is to provide knowledge and skills in the use of sustainable practices to minimise waste and support the principles of the circular economy.

Qualification's Objectives

The objectives of the OCN NI Level 2 Certificate in Circular Economy is to develop an understanding of:

- The circular economy
- Sustainable digital manufacturing technologies and processes
- Reducing waste for circular economy
- The importance of sustainable textiles practices

5.5 Target Learners

The OCN NI Level 2 Certificate in Circular Economy is targeted at individuals who are interested in sustainability, resource efficiency, and environmental responsibility.

5.6 Entry Requirements

There are no formal entry requirements for this qualification. Learners should however be at least 14 years of age.

5.7 Progression

The OCN NI Level 2 Certificate in Circular Economy qualification enables progression to further learning in this area and/or relevant employment.

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification 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 this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification 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 qualification
- 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 this qualification, it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification 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 Verifier for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification 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 this qualification takes place within the Centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

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

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

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

6.6 Internal Verifier Requirements

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

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Certificate in Circular Economy is designed to equip learners with the knowledge and practical skills to apply sustainable practices that reduce waste and support circular economy principles. It introduces key concepts such as resource efficiency, reuse, and responsible consumption, helping individuals understand how to minimise environmental impact through digital technology, smarter design, production, and disposal choices. Learners will explore how circular thinking can be applied in workplaces promote long-term sustainability. The qualification supports progression into further study or employment in green industries and encourages active participation in the transition to a low-carbon, resource-conscious economy.

7.2 Qualification Level

In the context of the OCN NI Level 2 Certificate in Circular Economy 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. This qualification aligns with Level 2 which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 2 Certificate in Circular Economy	
Total Qualification Time (TQT):	130 hours
Total Credits Required:	13 credits
Guided Learning Hours (GLH):	104 hours

7.4 How to Achieve the Qualification

To achieve the OCN NI Level 2 Certificate in Circular Economy the learner must successfully complete the mandatory unit and 2 units from the following optional units, for a minimum of 13 credits.

8. Assessment Structure

This qualification is 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 this qualification 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.

When demonstrating knowledge, learners may draw from their own organisation or another organisation they are familiar with to provide context.

8.2 Understanding the Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification 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.
- **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 Certificate in Circular Economy

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

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

In order to achieve the OCN NI Level 2 Certificate in Circular Economy, the learner must successfully complete the mandatory unit and 2 units from the following optional units, for a minimum of 13 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory unit					
A/651/7701	CBG799	The Circular Economy	4	32	Two
Optional units					
D/651/7702	CBG800	Sustainable Digital Manufacturing Technologies and Processes	5	40	Two
F/651/7703	CBG801	Reducing Waste for Circular Economy	5	40	Two
H/651/7704	CBG802	Sustainable Textiles	4	32	Two

10. Unit Content

10.1 The Circular Economy

Title	The Circular Economy
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBG799
Unit Reference No	A/651/7701
Learn Direct Code	QA1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the consequences of reliance on the linear economy and the importance of focusing on the circular economy and its benefits.	
Learning Outcomes	Assessment Criteria
1. Understand the linear economy and associated products, their impact on the environment and how this may be addressed.	1.1. Define what is meant by the term linear economy. 1.2. Identify an example of a product or a range of products that would form part of the linear economy. 1.3. Explain why the product or a range of products identified in AC 1.2 may be detrimental to the environment and a method that could be used to prolong its useful life. 1.4. Explain how sales and marketing approaches to their customers can drive demand for new products.
2. Understand the circular economy and its positive impact on the environment.	2.1. Define what is meant by the term circular economy. 2.2. Describe how the circular economy may have a positive long-term impact on the environment. 2.3. Illustrate the circular economy identifying the component parts of the cycle. 2.4. Describe in detail two component parts of the circular economy illustrated in AC 2.3, their role in the circular economy and how they may influence the utilisation of resources.
3. Understand the practical steps that can be taken to support the circular economy.	3.1. Explain how sustainable product design may impact on how the product is processed at the end of its useful life as part of the circular economy. 3.2. Illustrate how to nest materials in the production of components as part of the circular economy. 3.3. Assess the impact of replacing versus the repairing of a given domestic appliance and its relationship to the circular economy.
4. Understand the role of government in supporting the development of the circular economy.	4.1. Define the targets set by local, national and international governments in relation to development of the circular economy. 4.2. Describe the role of local, national and international governments in supporting the achievement of targets identified in AC 4.1 corresponding to each of government.

Assessment Guidance
NOS:

COGSBP33 – Manage Adaption to Environmental Change in Support of Sustainable Business Practice

COGSBP11 – Implementing Life Cycle Thinking Within an Organisation in Support of Sustainable Business Practice

COGSBP07 – Ensure Compliance with Legal and Non-regulatory Requirements 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: The Circular Economy
1. Understand the linear economy and associated products, their impact on the environment and how this may be addressed.	Scope Teaching will cover: How the linear economy consumes raw materials for production that are used and disposed of at the end of the product life cycle, and how this can be mitigated. • Pollution from waste • Wastage of materials • No replenishment of resources • High environmental and economic costs of material extraction • High environmental and economic costs for processing
2. Understand the circular economy and its positive impact on the environment.	Scope Teaching will cover: Understanding the ethos of the Circular Economy and how it is a resource and consumption system that helps mitigate waste, with an aim to drive an economy where products are reused, repaired and refurbished. • The 9 R's – • Refuse • Rethink • Reduce • Reuse • Repair • Refurbish • Remanufacture • Repurpose • Recycle
3. Understand the practical steps that can be taken to support the circular economy.	Scope Teaching will cover: How through sustainable product design, Nesting of materials to minimise production waste and through assessing the impact of product replacing versus product repairing will enhance the circular economy. • Nesting of production materials • Examples of sustainable product design
4. Understand the role of government in supporting the development of the circular economy.	Scope Teaching will cover: An understanding of current legislation that sets out the Circular Economy measures the UK is committed to moving towards, which will see us keeping resources in use as long as possible, extracting maximum value from them, minimising waste and promoting resource efficiency. • Circular Economy Package policy • The Waste (Circular Economy) (Amendment) Regulations 2020

10.2 Sustainable Digital Manufacturing Technologies and Processes

Title	Sustainable Digital Manufacturing Technologies and Processes
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBG800
Unit Reference No	D/651/7702
Learn Direct Code	QA1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand sustainable digital manufacturing technologies and processes and undertake a digital manufacturing project taking into account sustainable practices.	
Learning Outcomes	Assessment Criteria
1. Understand how sustainable practice can be supported by using digital manufacturing technologies and processes.	1.1. Describe how sustainable practice can be supported by using digital manufacturing technologies and processes.
2. Understand the applications of digital manufacturing technologies and processes to promote sustainability within engineering.	2.1. Describe the application of digital manufacturing technologies and processes to the following and how they support sustainability within engineering: a) communication b) modelling/visualisation c) simulation d) analysis e) optimisation f) work Instructions g) inventory h) manufacturing i) recording/feedback j) inspection k) tracing 2.2. Explain the advantages of digital manufacturing technologies and processes in relation to sustainability compared to traditional techniques including: a) time to manufacture b) repeatability c) efficiency d) error reduction e) minimisation of waste materials f) visibility g) cost 2.3. Describe how the use of the following digital manufacturing technologies and processes may promote sustainability in the manufacturing process: a) Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) b) live health monitoring and predictive maintenance c) parts and material conveyance d) mechatronics e) additive manufacturing f) non-destructive testing g) geometric dimensioning and tolerancing (GD&T)

3. Be able to manufacture a component sustainably using digital manufacturing technologies and processes.	3.1. Demonstrate how to manufacture a component sustainably using two of the digital manufacturing technologies and processes identified in AC 2.3 including the following steps: a) interpretation of a given specification b) planning of project c) execution d) analysis and reporting including reference to sustainability e) presentation including reference to sustainability
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Additional Assessment Guidance

Re AC 1.1 - Learner should place digital manufacturing within the wider context, including, *Industry 4.0, Smart manufacturing, Concurrent Engineering, Product life cycle, Smart factory, Value chain management*.

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 Digital Manufacturing Technologies and Processes
1. Understand how sustainable practice can be supported by using digital manufacturing technologies and processes.	Scope Teaching will cover: How to embed sustainability into digital engineering and work smarter with resources to maximise output and minimise waste. • embed circular economy ethos into public procurement • increase workforce/customer/client of sustainable credentials • combine new thinking with other organisations
2. Understand the applications of digital manufacturing technologies and processes to promote sustainability within engineering.	Scope Teaching will cover: Understanding the range of computerised engineering techniques over traditional engineering methods and how modern working allows for greater sustainability. • create hubs and platforms to promote best practice • improve the use of local materials and produce • invest in innovation and skills
3. Be able to manufacture a component sustainably using digital manufacturing technologies and processes.	Scope Teaching will cover: Instruction and guidance at the appropriate level for the task to enable the learner to successfully meet the outcome. • Health and Safety instruction pre project commencement • risk assessment and Method Statement for the project completed for the activity and room/space in which it is undertaken • appropriate student PPE

10.3 Reducing Waste for Circular Economy

Title	Reducing Waste for Circular Economy
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBG801
Unit Reference No	F/651/7703
Learn Direct Code	QA1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the need for reducing waste for the circular economy.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of a circular economy.	1.1. Describe the net zero initiative including its: a) main goals b) importance 1.2. Define what is meant by the term circular economy. 1.3. Describe the importance of moving away from fossil fuels and finite materials and adapting to a circular economy. 1.4. Identify and describe different fossil fuels and single use materials. 1.5. Summarise health and safety legislation and waste disposal regulations.
2. Understand waste and its composition.	2.1. Describe what is meant by the term waste. 2.2. Identify different types of waste and their composition. 2.3. Describe the key health and safety concerns regarding industrial waste.
3. Be able to assess the value of materials.	3.1. Describe the key terms: a) waste stream b) value mapping c) value stream mapping 3.2. Describe what is meant by waste reduction including: a) different ways to reduce waste in an industrial setting b) different uses for waste products c) how value could be added or cost reduced on waste d) waste that as value to another company 3.3. Evaluate the cost and benefit of sending waste to landfill as opposed to: a) repurposing b) selling 3.4. Illustrate the application of value stream mapping on both a given product and waste material. 3.5. Produce a detailed list of options through which a chosen waste material can be used, using two of the following: a) house repurposing b) product creation c) sell to external company
4. Know existing operations to create a circular economy.	4.1. Identify comparable companies that: a) use waste products b) repurpose waste c) could potentially avail of waste products

		4.2. Describe ways existing industrial operations could use waste products. 4.3. Identify existing recycling capacity at a local and national level.
Assessment Guidance NOS: <u>LANCS27 – Reduce and manage waste in your area of responsibility</u> <u>COGSBP22 – Control Waste Minimisation within Sustainable Business Practice</u>		
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: Reducing Waste for Circular Economy
1. Understand the importance of a circular economy.	Scope Teaching will cover: Climate change and how the extraction of materials and minerals, for manufacturing and processing, is a major global polluter, the goals and ambitions of de-carbonisation. • Nett Zero Initiative 2050 • Green House Gases - GHG • Fossil Fuels – Oil/Coal/Gas/Petrol/Diesel
2. Understand waste and its composition.	Scope Teaching will cover: How waste has a major impact on the environment through wastage of natural resources and associated costs of extraction, processing and ultimately dumping them. • land required for waste • pollution from waste sites • poor localised air quality around waste sites • wellbeing • societal need for change
3. Be able to assess the value of materials.	Scope Teaching will cover: Understanding the ways to reduce waste in an industrial setting, having inventive new ideas around turning your waste into other products and recognizing that your waste could have value to another company. • myth busting and understanding new and emerging technologies and terminologies such as: a) waste stream b) value mapping c) value stream mapping • change behaviour • defunct equipment challenge – appliance/accessory being reused, repurposed different ways of working.
4. Know existing operations to create a circular economy.	Scope Teaching will cover: The process of embedding a waste material into the value stream beginning with the initial concept and moving through the stages of development to through delivery and support • can waste in the manufacturing process be reused or reintroduced to the process • knowing your marketplace, can a machine/appliance parts be re-purposed/reused by another outlet.

10.4 Sustainable Textiles

Title	Sustainable Textiles	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBG802	
Unit Reference No	H/651/7704	
Learn Direct Code	QA1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of sustainable textile practices and strategies which may be implemented by businesses and individuals to make the production and use of textiles more sustainable.		
Learning Outcomes		Assessment Criteria
1. Understand sustainability and environmental impact.	1.1. Describe what is meant by the term's sustainability and environmental impact. 1.2. Illustrate how the use of sustainable practices may have a positive environmental impact.	
2. Understand sustainable practice in textile production and use.	2.1. Assess different textile types in relation to their environmental impact. 2.2. Explain, using examples from textile production and use, the following 6Rs of sustainability: a) reject b) re-educate c) reduce d) re-source e) restore f) regenerate	
3. Understand sustainable textile industry practice and its impact on biodiversity.	3.1. Assess the adverse impacts of local and global textile industry practice on biodiversity. 3.2. Assess how the adoption of more sustainable practices within the textile industry can reduce the adverse impacts on biodiversity identified in AC 3.1.	
4. Be able to design a digital sustainable toolkit.	4.1. Use the 6Rs of sustainability to inform the design of an actionable digital sustainable textile toolkit.	
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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Learning Outcome	Unit title: Sustainable Textiles
1. Understand sustainability and environmental impact.	Scope Teaching will cover: Understanding how sustainability refers to the ability to maintain or support a process over time without depleting natural or physical resources. • Three Pillars of Sustainability
2. Understand sustainable practice in textile production and use.	Scope Teaching will cover: Explain what sustainable textiles are and how they refer to materials derived from eco-friendly resources like natural fibres, and recycled materials. • Shop and dress ethically • Biodegradable fabrics
3. Understand sustainable textile industry practice and its impact on biodiversity.	Scope Teaching will cover: The Local/National and Global response to climate change and the need to sustainably adapt to new ways of living and working. • Biodiversity Benchmark • The Biodiversity Landscape Analysis - The Fashion Pact • Biodiversity: The next frontier in sustainable fashion
4. Be able to design a digital sustainable toolkit.	Scope Teaching will cover: The 6R's of Textile Sustainability to design a robust measurable toolkit. • Textiles 2030 - WRAP

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

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

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

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

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

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

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

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

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

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

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

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

11.2 Internal Verification

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

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

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

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

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

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

11.3 Documentation

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

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

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

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

11.4 External Quality Assurance

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

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

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

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

11.5 Standardisation

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

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

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

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

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

12. Administration

12.1 Registration

A centre must register learners for this qualification 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](http://www.ocnni.org.uk)

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 Certificate in Circular Economy

Qualification Number: 610/6496/8

Operational start date: 15 September 2025
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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
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.
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.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.
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.
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.
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.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace.

		The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
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.