



Qualification Specification for:

**OCN NI Level 2 Award in Reducing Carbon Footprints
through Environmental Action**

➤ **Qualification No: 603/7915/7**

**OCN NI Level 2 Certificate in Reducing Carbon Footprints
through Environmental Action**

➤ **Qualification No: 603/7914/5**

Qualification Regulation Information

OCN NI Level 2 Award in Reducing Carbon Footprints through Environmental Action

Qualification Number: 603/7915/7

OCN NI Level 2 Certificate in Reducing Carbon Footprints through Environmental Action

Qualification Number: 603/7914/5

Operational start date: 01 October 2021

Operational end date: 30 September 2030

Certification end date: 30 September 2032

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

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

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Foreword

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

- **OCN NI Level 2 Award in Reducing Carbon Footprints through Environmental Action**
- **OCN NI Level 2 Certificate in Reducing Carbon Footprints through Environmental Action**

This specification sets out:

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

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

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

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About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

Qualification Features

Sector Subject Area

3.4 Environmental conservation

[NOS - Environmental Conservation](#)

Qualifications' Aim

The OCN NI Level 2 Award and Certificate in Reducing Carbon Footprints through Environmental Action will provide the learner with an understanding of the impact of carbon dioxide emissions on climate change and how individuals, communities and organisations may contribute to reducing these.

Qualifications' Objectives

The objectives of the OCN NI Level 2 Award and Certificate in Reducing Carbon Footprints through Environmental Action is to enable learners to understand:

- the role of carbon in climate change
- climate campaigning
- tackling single-use plastic waste
- fast fashion
- biodiversity recovery

Grading

Grading for these qualifications is pass/fail.

Qualification Target Group

The OCN NI Level 2 Award and Certificate in Reducing Carbon Footprints through Environmental Action is targeted at learners who wish to understand how to reduce carbon footprints through environmental action.

Progression Opportunities

The OCN NI Level 2 Award and Certificate in Reducing Carbon Footprints through Environmental Action will allow learners to progress to higher level qualifications in the area of environmental conservation and climate change mitigation.

NI Entitlement Framework

The Department of Education sets out the minimum number and range of courses a school should offer at Key Stage 4 and Post-16. The Entitlement Framework (EF) is the Post-14 curriculum which puts the needs of pupils first. It aims to provide access for pupils to a broad and balanced curriculum to enable them to reach their full potential no matter which school they attend or where they live.

The Entitlement Framework is designed to ensure equity and access to educational opportunities for all learners and enables schools to offer a broad and balanced, economically relevant curriculum to meet the needs and aspirations of all pupils. It will guarantee that all pupils have access to a minimum number of courses at Key Stage 4 and Post-16, of which at least one third must be general and one third applied.

The OCN NI Level 2 Certificate in Reducing Carbon Footprints through Environmental Action has been approved by the Department of Education and added to the NIEFQAN file.

For further information visit: <https://www.education-ni.gov.uk/articles/qualifications>

Entry Requirements

There are no specific entry requirements for these qualifications however learners should be at least 14 years of age.

Qualification Support

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

Delivery Languages

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

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

Tutors delivering the qualifications should be qualified to at least one level higher than the qualification and completed a carbon literacy programme relevant to Northern Ireland.

Assessors

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

Assessors must:

- be occupationally competent to at least one level higher than the qualification
- completed a carbon literacy program relevant to Northern Ireland
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

Internal Verification

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

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

Internal Verifiers must:

- completed a carbon literacy program relevant to Northern Ireland
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:

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

Structure and Content

OCN NI Level 2 Award in Reducing Carbon Footprints through Environmental Action

In order to achieve this qualification learners must complete the mandatory unit – 3 credits.

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| Total Qualification Time (TQT) for this qualification: | 30 hours |
| Guided Learning Hours (GLH) for this qualification: | 24 hours |

OCN NI Level 2 Certificate in Reducing Carbon Footprints through Environmental Action

In order to achieve this qualification learners must complete the mandatory unit - 3 credits plus 12 credits from the remaining optional units – total 15 credits.

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|--|-----------|
| Total Qualification Time (TQT) for this qualification: | 150 hours |
| Guided Learning Hours (GLH) for this qualification: | 120 hours |

| Unit Reference Number | OCN NI Unit Code | Unit Title | GLH | Credit Value | Level |
|----------------------------|------------------|--|-----|--------------|-------|
| Mandatory unit | | | | | |
| K/618/8509 | CBF467 | Understanding the Role of Carbon in Climate Change | 24 | 3 | Two |
| Optional units | | | | | |
| D/618/8510 | CBF468 | Climate Campaigning | 32 | 4 | Two |
| H/618/8511 | CBF469 | Tackling Single-Use Plastic Waste | 32 | 4 | Two |
| K/618/8512 | CBF470 | Fast Fashion | 32 | 4 | Two |
| M/618/8513 | CBF471 | Biodiversity Recovery | 32 | 4 | Two |

Unit Details

| | | |
|--|--|--|
| Title | Understanding the Role of Carbon in Climate Change | |
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBF467 | |
| Unit Reference No | K/618/8509 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of climate change nationally and internationally and the role individuals and groups can play in tackling climate change. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand climate change. | 1.1. Describe what is meant by climate change and global warming. 1.2. Describe greenhouse gases and their impact on the environment. 1.3. Illustrate the carbon cycle and how its disruption contributes to climate change. | |
| 2. Understand the causes and impact of global warming. | 2.1. Describe what is meant by an individual carbon footprint. 2.2. Summarise the main sources of carbon emissions. 2.3. Describe the impact of global warming on the environment and humans. 2.4. Illustrate ways to reduce climate change individually and as part of group action. | |
| 3. Know who is responsible for climate change and who it may impact. | 3.1. Describe how countries and sectors of different societies are affected by climate change disproportionately to their contribution to climate change. 3.2. Describe how fairness and equity is an issue with regards to the impacts of global warming and climate change. | |
| 4. Understand local, national and international responses to climate change. | 4.1. Describe local, national and international responses to climate change. | |
| 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 |

| | | |
|---|---|---|
| <p>Practical demonstration/assignment</p> | <p>A practical demonstration of an individual and Group action to reduce carbon emissions selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge</p> | <p>Record of observation Learner notes/written work Learner log</p> |
|---|---|---|

| | | |
|---|--|--|
| Title | Climate Campaigning | |
| Level | Two | |
| Credit Value | 4 | |
| Guided Learning Hours (GLH) | 32 | |
| OCN NI Unit Code | CBF468 | |
| Unit Reference No | D/618/8510 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand legislative processes involved in petitioning government and local and international campaigns on climate action. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand the roles of Members of Legislative Assembly (MLAs) and Members of Parliament (MPs) and how they can be lobbied. | 1.1 Describe the roles of MLAs and MPs and how they are elected. 1.2 Define what is meant by the terms constituency and manifesto. 1.3 Compare the roles of an MP and an MLA including when it is appropriate and how to lobby each on given issues. | |
| 2. Understand government in Northern Ireland (NI). | 2.1 Illustrate how the NI Assembly was formed. 2.2 Describe what is meant by the terms coalition government and devolved government. 2.3 Compare and contrast the role of the NI Assembly and the NI Executive. 2.4 Describe how a bill becomes law in NI and the people involved in the process. | |
| 3. Be aware of youth and environmental groups that campaign on climate change. | 3.1 Summarise youth and environmental groups that campaign on climate change and how an individual may participate. | |
| 4. Understand global initiatives on climate change. | 4.1 Describe global initiatives on climate change including: <ul style="list-style-type: none"> a) Climate Change Conference of the Parties (COP) b) Paris Agreement c) United Nations Framework Convention on Climate Change (UNFCCC) | |
| 5. Be aware of different forms of advocacy and lobbying. | 5.1. Describe different forms of effective advocacy, lobbying and activism on climate change. 5.2. Describe how local and social media may be used to advocate and lobby on climate change and the advantages and disadvantages of each. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |

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

| Title | Tackling Single-Use Plastic Waste |
|--|--|
| Level | Two |
| Credit Value | 4 |
| Guided Learning Hours (GLH) | 32 |
| OCN NI Unit Code | CBF469 |
| Unit Reference No | H/618/8511 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of single-use plastics (SUPs) on the environment and behavioural changes that may mitigate negative impact. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand what SUPs are and consequences of plastic production. | 1.1 Describe what SUPs are and the positive and negative consequences of plastic production internationally, nationally and locally. |
| 2. Understand the history and usage of plastics. | 2.1 Illustrate how plastics have evolved since the late 1800's to the present day. 2.2 Outline how SUP development has impacted different industry sectors including: a) medical b) food production 2.3 Identify the main current types of plastic types and associated products. |
| 3. Understand the disposal and recycling of SUPs and the effectiveness of sustainability and recycling policies. | 3.1 Illustrate the different journeys a given SUP item may take from production to disposal including: a) type of plastic b) recyclability c) littering and its consequences 3.2 Assess the effectiveness of sustainability and recycling policies of a given brand that sells SUP packaged products. |
| 4. Understand how to tackle SUP issues. | 4.1 Compare different methods of SUP disposal and the environmental impact of each. 4.2 Describe ways an individual can help tackle issues relating to SUPs including: a) reuse b) reduce c) recycle 4.3 Describe ways an industry can help tackle issues relating to SUPs including: a) sustainable materials b) Extended Producer Responsibility (EPR) c) Deposit Return Schemes (DRS) |
| 5. Know how to run a campaign to encourage individuals to reuse, reduce and recycle SUPs. | 5.1 Illustrate how to run a campaign to encourage individuals to reuse, reduce and recycle SUPs. |

Assessment Guidance

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

| Assessment Method | Definition | Possible Content |
|------------------------------------|---|---|
| Portfolio of evidence | <p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes.</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p> | <p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p> |
| Practical demonstration/assignment | <p>A practical demonstration of an individual and Group action to reduce plastics usage selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge</p> | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p> |

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|--|---|--|
| Title | Fast Fashion | |
| Level | Two | |
| Credit Value | 4 | |
| Guided Learning Hours (GLH) | 32 | |
| OCN NI Unit Code | CBF470 | |
| Unit Reference No | K/618/8512 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of fast fashion on the environment and behavioural changes that may mitigate negative impact. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand what is meant by fast fashion and its consequences. | 1.1 Describe what is meant by the term fast fashion and how it has changed the fashion industry. 1.2 Describe the international, national and local consequences of fast fashion. | |
| 2. Understand materials used and processes involved in producing today's clothing. | 2.1 Describe the materials used in today's clothing including: a) countries where materials are sourced b) amount of materials each country produces c) processes involved in producing clothing materials | |
| 3. Understand the process and impact of fast fashion. | 3.1 Illustrate the processes involved in creating a given piece of fast fashion clothing from production to wardrobe. 3.2 Research clothing materials used by a given clothing brand or shop including: a) origin of materials b) how materials are used c) production location and process 3.3 Compare fairness and equity issues regarding the impact of fast fashion on consumer and producing countries. | |
| 4. Understand clothing and textile disposal and minimisation of waste. | 4.1 Compare different methods of clothing and textiles disposal and the environmental impact of each. 4.2 Describe ways individuals can reuse, reduce and reimagine clothing and textile waste. | |
| 5. Know how to run a campaign to encourage individuals to reuse, reduce and reimagine clothing use. | 5.1 Illustrate how to run a campaign to encourage individuals to reuse, reduce and reimagine clothing use. | |
| 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 an individual and Group action to reduce carbon emissions selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
|------------------------------------|--|--|

| Title | Biodiversity Recovery |
|---|--|
| Level | Two |
| Credit Value | 4 |
| Guided Learning Hours (GLH) | 32 |
| OCN NI Unit Code | CBF471 |
| Unit Reference No | M/618/8513 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the impact of national and international biodiversity loss and the role individuals and groups can play in biodiversity recovery. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand biodiversity and ecosystems. | 1.1 Describe what is meant by biodiversity including different types. 1.2 Describe an ecosystem and how it provides the following: a) clean air b) water c) food d) shelter e) fuel f) medicines 1.3 Describe what is meant by the term natural capital. 1.4 Describe at least six different existing ecosystems including: a) marine b) tropical rainforest c) woodland d) wetlands |
| 2. Understand the main pressures which impact negatively on biodiverse ecosystems. | 2.1 Describe how the following human activities impact negatively on biodiverse ecosystems including: a) unsustainable farming b) deforestation c) overfishing d) fishing methods e) carbon emissions f) industrialisation 2.2 Illustrate how climate change and pollution impact on biodiverse ecosystems. 2.3 Describe the importance of an individual species to biodiverse ecosystems and how the decline of an animal or plant species impacts an entire ecosystem. |
| 3. Understand how habitat can be protected and restored. | 3.1 Describe how different habitats can be protected and restored. 3.2 Illustrate the relationships within food pyramids and the role of insects and pollinators. 3.3 Summarise ways individuals and groups can respond to the biodiversity crisis. |
| 4. Understand local, national and international responses to tackling biodiversity loss. | 4.1 Describe local, national and international responses to tackling biodiversity loss. |

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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| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

Quality Assurance of Centre Performance

External Verification

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

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

Standardisation

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

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

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

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

Administration

Registration

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

Certification

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

Charges

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

Equality, Fairness and Inclusion

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

Retention of Evidence

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

OCN NI Level 2 Award in Reducing Carbon Footprints through Environmental Action

Qualification Number: 603/7915/7

OCN NI Level 2 Certificate in Reducing Carbon Footprints through Environmental Action

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Certification end date: 30 September 2032

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