Qualification Specification:

OCN NI Level 5 Award in Retrofitting Domestic Properties

- **Qualification No: 610/0597/6**

OCN NI Level 5 Certificate in Retrofitting Domestic Properties

- **Qualification No: 610/0596/4**

OCN NI Level 5 Extended Certificate in Retrofitting Domestic Properties

- **Qualification No: 610/0595/2**

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format	V2.0 – May 2026
Qualification	Extended 5 years – to 28 February 2032	V2.0 - May 2026

2. Contents

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.

OCN NI Contact Details

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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 5 Award, Certificate and Extended Certificate in Retrofitting Domestic Properties .**

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 5 Award, Certificate and Extended Certificate in Retrofitting Domestic Properties

- **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 quality assurance 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 5 Award in Retrofitting Domestic Properties
Qualification Number: 610/0597/6

OCN NI Level 5 Certificate in Retrofitting Domestic Properties
Qualification Number: 610/0596/4

OCN NI Level 5 Extended Certificate in Retrofitting Domestic Properties
Qualification Number: 610/0595/2

Operational start date: 15 March 2022
Review date: 28 February 2032

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:

Subject Area: 5.2 Building and construction

NOS: www.ukstandards.org.uk/en/nos-finder/COSVR757

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 5 Award, Certificate and Extended Certificate in Retrofitting Domestic Properties is to provide individuals with an understanding of the application of retrofit technologies.

Qualifications' Objectives

The objectives of the OCN NI Level 5 Award, Certificate and Extended Certificate in Retrofitting Domestic Properties are to enable learners to gain the skills and knowledge in the following areas:

- evaluating domestic buildings for retrofitting
- thermal efficiency and moisture risks within retrofit buildings
- improvement options for retrofit buildings
- air tightness and ventilation in retrofit buildings
- upgrading insulation of roofs and floors as part of a retrofit project
- reducing the thermal transmittance of walls and windows for retrofit projects
- upgrading mechanical and electrical services as part of a retrofit project
- implementing renewable energy systems and storage within retrofit projects
- quality assurance and post retrofit monitoring

5.5 Target Learners

These qualifications are targeted at individuals who wish to develop skills and knowledge in the retrofitting of domestic properties.

Learners would be expected to have experience within the construction industry and be interested in improving the carbon footprint of buildings.

5.6 Entry Requirements

Learners must be at least 18 years of age and have a level 3 qualification or at least five years' experience in the construction or related industries. Learners must also meet all regulatory and statutory licensing and standards where appropriate in order to perform practical activities governed by the regulations within the qualifications.

5.7 Progression

The OCN NI Level 5 Award in Retrofitting Domestic Properties will allow learners to progress to the OCN NI Level 5 Certificate and Extended Certificate in Retrofitting Domestic Properties. From there learners may progress to higher level qualifications in the area of environmental conservation and retrofitting domestic properties 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 Assurance (IQA)

*Note: An individual cannot serve as an IQA 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. They should also have a minimum of three years' industry experience in the specific retrofitting area they are teaching. 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 have at least three years' industry experience in the specific area of retrofitting. 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 IQA 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:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification and have at least three years' experience in the specific retrofitting area. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification; or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQA 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 5 Award, Certificate and Extended Certificate in Retrofitting Domestic Properties will provide individuals with an understanding of the application of retrofit technologies.

7.2 Qualification Level

In the context of the OCN NI Level 5 Award, Certificate and Extended Certificate in Retrofitting Domestic Properties 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 5, which signify an advanced 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 5 Award in Retrofitting Domestic Properties	
Total Qualification Time (TQT):	50 hours
Total Credits Required:	5 credits
Minimum Guided Learning Hours (GLH):	21 hours
OCN NI Level 5 Certificate in Retrofitting Domestic Properties	
Total Qualification Time (TQT):	130 hours
Total Credits Required:	13 credits
Minimum Guided Learning Hours (GLH):	57 hours
OCN NI Level 5 Extended Certificate in Retrofitting Domestic Properties	
Total Qualification Time (TQT):	330 hours
Total Credits Required:	33 credits
Minimum Guided Learning Hours (GLH):	165 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 5 Award in Retrofitting Domestic Properties** learners must successfully complete 5 credits.

To achieve the **OCN NI Level 5 Certificate in Retrofitting Domestic Properties** learners must successfully complete 13 credits.

To achieve the **OCN NI Level 5 Extended Certificate in Retrofitting Domestic Properties** learners must successfully complete all units - 33 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 a 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.

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 5.
- **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.

9. Qualification Summary by Unit

OCN NI Level 5 Award in Retrofitting Domestic Properties

Total Qualification Time (TQT) for this qualification: 50 hours
Guided Learning Hours (GLH) for this qualification: 21 hours

In order to achieve the OCN NI Level 5 Award in Retrofitting Domestic Properties the learner must successfully complete must complete 5 credits.

OCN NI Level 5 Certificate in Retrofitting Domestic Properties

Total Qualification Time (TQT) for this qualification: 130 hours
Guided Learning Hours (GLH) for this qualification: 57 hours

In order to achieve the OCN NI Level 5 Certificate in Retrofitting Domestic Properties the learner must successfully complete 13 credits.

OCN NI Level 5 Extended Certificate in Retrofitting Domestic Properties

Total Qualification Time (TQT) for this qualification: 330 hours
Guided Learning Hours (GLH) for this qualification: 165 hours

In order to achieve the OCN NI Level 5 Extended Certificate in Retrofitting Domestic Properties , the learner must successfully complete all units – 33 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
T/650/1562	CBF761	Domestic Deep Energy Retrofit	1	5	Five
Y/650/1563	CBF762	Evaluating Domestic Buildings for Retrofitting	3	15	Five
A/650/1564	CBF763	Thermal Efficiency and Moisture Risks Within Retrofit Buildings	6	30	Five
D/650/1565	CBF764	Improvement Options for Retrofit Buildings	3	15	Five
F/650/1566	CBF765	Air Tightness and Ventilation in Retrofit Buildings	3	15	Five
H/650/1567	CBF767	Upgrading Insulation of Roofs and Floors as Part of a Retrofit Project	5	21	Five
J/650/1568	CBF768	Reducing the Thermal Transmittance of Walls and Windows for Retrofit Projects	5	21	Five
K/650/1569	CBF769	Upgrading Mechanical and Electrical Services as Part of a Retrofit Project	3	19	Five

R/650/1570	CBF770	Implementing Renewable Energy Systems and Storage within Retrofit Projects	3	19	Five
T/650/1571	CBF771	Quality Assurance and Post Retrofit Monitoring	1	5	Five

10. Unit Content

Title	Domestic Deep Energy Retrofit
Level	Five
Credit Value	1
Guided Learning Hours (GLH)	5
OCN NI Unit Code	CBF761
Unit Reference No	T/650/1562
Unit purpose and aim(s): This unit will enable the learner to understand the retrofitting of domestic buildings including energy performance targets and different options which may be implemented to demonstrate energy savings.	

Learning Outcomes	Assessment Criteria
1. Understand the impact of domestic energy use within the political and economic context.	1.1. Explain how the UK and Northern Ireland governments and local administrations intend to meet relevant carbon reduction targets. 1.2. Research and analyse price fluctuations of carbon-based fuels for home energy and heating and their impact on fuel poverty for domestic occupants and homeowners. 1.3. Analyse which greenhouse gases are a product of energy use in domestic buildings.
2. Understand domestic energy use, and how it differs between domestic properties.	2.1. Critically compare and contrast energy use in typical domestic properties and why this may vary between buildings. 2.2. Analyse with examples thermal losses from a given building envelope and associated environmental issues on thermal losses.
3. Be able to explain the benefits of deep retrofitting in domestic properties.	3.1. Explain how improvements to domestic buildings may enhance an occupant's health and living standard. 3.2. Explain the benefits of domestic retrofit to a) tenants b) homeowners
4. Understand current deep retrofit standards and how they can reduce carbon emissions from existing property stocks.	4.1. Explain current retrofit standards. 4.2. Critically evaluate how current retrofit standards may be improved to promote greater reduction in carbon emissions from existing domestic property stocks.
5. Understand issues to be considered when selecting retrofit options.	5.1. Summarise the main current retrofit measures in use. 5.2. Explain what is meant by the following in relation to retrofit: a) simple payback b) carbon cost effectiveness c) balance of costs against improved energy losses 5.3. Summarise possible restrictions to retrofit that may come from local authorities and planning offices.
6. Understand retrofit principles and associated trigger points.	6.1. Explain the need for a whole house approach to retrofit. 6.2. Explain the key trigger points for retrofit and how they may impact on the design. 6.3. Explain what is meant by a fabric first approach to deep retrofit.

	6.4. Explain why air tightness relies on the quality of the installation of the insulation and drawing details in order to omit thermal bridges. 6.5. Explain how the role of ventilation and heating systems are interconnected in order to improve the heating efficiency and carbon reductions of a property.

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	Evaluating Domestic Buildings for Retrofitting
Level	Five
Credit Value	3
Guided Learning Hours (GLH)	15
OCN NI Unit Code	CBF762
Unit Reference No	Y/650/1563

Unit purpose and aim(s): This unit will enable the learner to understand the assessment of energy efficiency in domestic buildings including British Research Establishment Domestic Energy Model (BREDEM), implementation of Standard Assessment Procedure (SAP), Passive House Planning Package (PHPP) and carbon emissions from domestic properties.

Learning Outcomes	Assessment Criteria
1. Understand the application of BREDEM in the assessment of energy use.	1.1. Explain how heat loss, heat gain and heat balance are estimated in BREDEM. 1.2. Explain how BREDEM distinguishes models of air leakage into buildings, permeability, and air tightness. 1.3. Explain the sources of internal heat gains from all sources as determined by BREDEM. 1.4. Explain how the heating efficiency is calculated in BREDEM. 1.5. Explain how the domestic demands for appliances, lighting and hot water are implemented within BREDEM.
2. Understand different methods used in assessing building efficiency.	2.1. Explain the reasons for the introduction of Reduced Data SAP (RDSAP). 2.2. Critically compare and contrast full SAP and RDSAP. 2.3. Justify when using RDSAP why differences and variations of occupancy are necessary. 2.4. Determine the appropriate assessment process for a dwelling, built post 2007 which does not have a Building Energy Rating (BER) produced by SAP.
3. Understand different methods and processes used to conduct an energy survey.	3.1. Evaluate the process of how a given energy survey is assessed and issues that may impact on the survey being carried out effectively. 3.2. Determine the most effective methods of carrying out a given energy survey and assessment of a given domestic building.
4. Understand the role of Domestic Energy Assessors (DEAs) and associated standards.	4.1. Explain the role of a DEA including: a) training b) registration c) quality assurance procedures 4.2. Explain the UK and local authority standards relating to domestic retrofit co-ordination.
5. Understand PHPP, SAP and energy assessment.	5.1. Explain how PHPP and SAP have developed into methods of determining the energy efficiency of buildings. 5.2. Critically compare and contrast different UK methods of assessment for the energy efficiency of domestic properties, incorporating the use of PHPP and SAP.

6. Be able to carry out an evaluation of domestic buildings for retrofitting and determine what information should be included in evaluation.	6.1. Explain how site constraints can be assessed. 6.2. Analyse construction and building condition issues which should be considered when evaluating domestic buildings for retrofit. 6.3. Explain how the following impacts on the evaluation of domestic buildings: a) objectives of the owner or occupier b) constraints c) budgets 6.4. Carry out an evaluation of a domestic building for retrofit to include localised factors that should be considered.

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 practice 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	Thermal Efficiency and Moisture Risks Within Retrofit Buildings
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF763
Unit Reference No	A/650/1564
Unit purpose and aim(s): This unit will enable the learner to understand the effects of the combination of moisture and heat in building physics, how to prevent and control moisture risks and understand the sources of heat gains and losses in domestic properties.	

Learning Outcomes	Assessment Criteria
1. Understand different modes of moisture transfer in buildings.	1.1. Explain the processes of moisture transfer in buildings including: a) condensation b) penetrating damp c) leakage d) rising damp e) moisture transfer due to lack of ventilation f) indoor moisture sources
2. Be able to adapt control measures to address moisture when retrofitting buildings.	2.1. Explain why it is necessary to control moisture levels in dwellings for building components and occupant welfare. 2.2. Summarise key aspects of current guidance for moisture control in building regulations and British standards. 2.3. Research various methods of moisture control in dwellings. 2.4. Demonstrate how to adapt control measures to address moisture when retrofitting buildings.
3. Be able to apply methods of moisture control and interpret results from hygrothermal simulations.	3.1. Select with justification and apply a method for controlling moisture activity in dwellings. 3.2. Critically compare the results analysis undertaken in AC 3.1 with results from hygrothermal simulations.
4. Understand heat loss from buildings.	4.1. Explain the mechanisms of heat loss through conduction, convection, and radiation. 4.2. Explain heat loss through thermal bridging, thermal by-pass and ventilation.
5. Understand heat gains from different sources in dwellings.	5.1. Explain heat gains from different sources including: a) insulation b) solar gains c) internal heat gains from equipment and people 5.2. Evaluate the occupant impact from heat gains due to solar gains.

6. Be able to calculate heat balance in buildings.	6.1. Explain what is meant by: a) thermal conductivity b) thermal transmittance c) thermal bridging 6.2. Explain the heat balance of a dwelling and how it is calculated. 6.3. Summarise with examples how external conditions and occupants' activities affect the heat balance in a typical dwelling. 6.4. Explain with examples how U values and Ψ values are calculated for a given wall. 6.5. Calculate the heat balance for a given building.

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 practice 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	Improvement Options for Retrofit Buildings
Level	Five
Credit Value	3
Guided Learning Hours (GLH)	15
OCN NI Unit Code	CBF764
Unit Reference No	D/650/1565
Unit purpose and aim(s): This unit will enable the learner to understand the environmental and economic drivers for domestic retrofit. The learner will be able to evaluate different options for retrofit and understand the differences between whole house and incremental retrofits.	

Learning Outcomes	Assessment Criteria
1. Understand the environmental, financial, and social drivers of domestic retrofit.	1.1. Explain the environmental, financial, and social drivers of domestic retrofit.
2. Understand the financial and carbon dioxide savings associated with domestic retrofit.	2.1. Summarise the key economic aspects of domestic retrofit. 2.2. Explain the connection between capital costs, fuel costs and savings in fuel use. 2.3. Explain the connection between savings in fuel use, fuel costs and carbon emissions. 2.4. Explain why savings achieved by a package of retrofit measures are not the sum of the savings achieved by the individual measures. 2.5. Determine why savings associated with each measure in a package of retrofit measures depends on the order in which they are implemented, and how this problem may be addressed.
3. Understand incentives and funding schemes available for domestic retrofit.	3.1. Summarise the main current schemes for funding domestic retrofit projects to include: a) eligibility b) funding exclusions and limitations c) management of installation quality
4. Be able to calculate available funding for retrofit projects under the current funding scheme.	4.1. Calculate the funding available for a given domestic retrofit project under the current funding scheme.
5. Understand how to plan retrofits.	5.1. Critically compare and contrast one-off and incremental retrofit. 5.2. Explain the benefits of a whole house retrofit plan. 5.3. Prepare a whole house retrofit plan for a given retrofit project. 5.4. Identify appropriate presentation formats to present retrofit plans to prospective clients.

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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation 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
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	Air Tightness and Ventilation in Retrofit Buildings
Level	Five
Credit Value	3
Guided Learning Hours (GLH)	15
OCN NI Unit Code	CBF765
Unit Reference No	F/650/1566

Unit purpose and aim(s): This unit will enable the learner to understand the fundamental roles of air tightness and proper ventilation in retrofitted buildings. The learner will understand current technologies in mechanical air movement and ventilation, the stages involved in preventing buildings overheating during summer months and the importance of air quality for occupants.

Learning Outcomes	Assessment Criteria
1. Understand air tightness and ventilation design for retrofit projects.	1.1. Summarise factors that contribute to internal air quality and how they occur within domestic buildings. 1.2. Explain what is meant be the term Build Tight and Ventilate Right in respect of retrofitting domestic buildings. 1.3. Explain how improved air tightness affects the overall ventilation requirements of the building. 1.4. Explain how the Publicly Available Specification from British Standards Institute (BSI), PAS2035 impacts on how buildings are ventilated.
2. Understand how the internal air condition of domestic buildings is affected by the air tightness of a retrofit.	2.1. Explain how air tightness of a building impacts on the ventilation design. 2.2. Explain factors affecting the building fabric airtightness. 2.3. Explain the balance of effective air tightness with correct ventilation design. 2.4. Summarise the benefits of good ventilation design and installation to the occupant. 2.5. Explain the benefits of improving building fabric airtightness. 2.6. Explain the internal and external considerations affecting a retrofit ventilation strategy including: a) factors contributing to overheating b) risks from overheating
3. Understand different options available for ventilation systems in domestic retrofit projects.	3.1. Critically evaluate the advantages and possible disadvantages of available ventilation systems. 3.2. Explain how air tightness of the building fabric may impact on the choice of ventilation systems. 3.3. Summarise the possible issues involved in using mechanical ventilation heat recovery (MVHR) in retrofitted buildings. 3.4. Analyse how techniques for improving user demand control ventilation (DCV) systems are being incorporated in buildings to adapt to fluctuating occupancy.

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	Upgrading Insulation of Roofs and Floors as Part of a Retrofit Project
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF767
Unit Reference No	H/650/1567
Unit purpose and aim(s): This unit will enable the learner to understand how thermal bridging affects heat transfer and compare the effectiveness of different insulation methods to reduce heat loss. The learner will also be able to install insulation products in floors and roofs to improve insulation.	

Learning Outcomes	Assessment Criteria
1. Understand current standards for improving insulation of roofs and floors in a retrofit project.	1.1. Explain how the combination of insulation and airtightness is effective within retrofit projects. 1.2. Explain how the management of moisture is critical within buildings. 1.3. Summarise the minimum standards for the insulation of roofs and floors for retrofit projects. 1.4. Explain the difference between water vapour, moisture, and humidity.
2. Be able to install natural and alternative materials for floor and roof insulation.	2.1. Summarise the properties, vapour permeability and thermal performance of different floor and roof insulation products. 2.2. Evaluate and select appropriate insulation materials to reduce thermal transmission. 2.3. Demonstrate correct methods of improving insulation of floors and roofs using natural and alternative materials for different retrofit projects. 2.4. Calculate the thermal transmittance heat loss before and after floor and roof insulation improvements carried out in AC 2.3.
3. Understand how thermal bridging occurs around roofs and floors, how it can be identified and corrected.	3.1. Explain what is meant by the term thermal bridge. 3.2. Explain with examples the most common occurrences of thermal bridging around floors and roofs. 3.3. Explain how to mitigate thermal bridging at junctions around floors and roofs. 3.4. Identify in different buildings poor installation of roof and floor structures and junctions which enables thermal bridging and how it may be eliminated.
4. Understand best practice in insulating exposed floors and roofs.	4.1. Evaluate best practice options for insulating exposed floors and roofs, including floors of solid and suspended construction. 4.2. Summarise common features of key interfaces between insulated floors and roofs and other building elements, to ensure continuity of the insulated envelope and air barrier.

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	Reducing the Thermal Transmittance of Walls and Windows for Retrofit Projects
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF768
Unit Reference No	J/650/1568
Unit purpose and aim(s): This unit will enable the learner to understand how to reduce thermal transmittance in solid walls and cavity unfilled walls in retrofit properties. The learner will also demonstrate how to mitigate thermal bridging in window installations and apply best practice in replacement or secondary glazing of windows.	

Learning Outcomes	Assessment Criteria
1. Be able to apply industry best practice in the implementation of Cavity Wall Insulation (CWI).	1.1. Explain cavity walls, when it is appropriate for insulation to be installed and best practice in installation. 1.2. Explain the technical options for insulating cavity walls and what is meant by hard-to-treat cavity walls. 1.3. Carry out an initial inspection of unfilled cavity walls using appropriate equipment. 1.4. Carry out the implementation of cavity wall insulation to a given section of wall to reduce heat loss in line with industry best practice. 1.5. Inspect cavity wall post insulation to evaluate the quality of installation.
2. Be able to check the integrity of damp-proof courses (DPC) and be aware of issues associated with insulating solid walls.	2.1. Explain the key issues associated with insulating solid walls. 2.2. Examine a given solid uninsulated wall and identify the factors to be considered when determining whether to insulate a solid wall internally or externally. 2.3. Carry out checks on the integrity of a given existing DPC.
3. Be able to apply industry best practice in the use of internal wall insulation (IWI) for solid walls.	3.1. Explain the constraints on the use of IWI in relation to vapour control and addressing damp issues. 3.2. Explain how to overcome thermal bridges at reveals and intermediate floor junctions. 3.3. Evaluate how plumbing and electrical installations and other detailing affect the use of IWI. 3.4. Demonstrate industry best practice when using appropriate IWI fixings and insulation to reduce heat loss through solid walls. 3.5. Explain the common features of key interfaces between IWI and other building elements ensuring the continuity of the insulated envelope and the air barrier.

4. Be able to apply industry best practice in the use of external wall insulation (EWI) for solid walls.	4.1. Explain how to overcome thermal bridges at reveals and intermediate floor junctions. 4.2. Demonstrate the use of appropriate EWI fixings and insulation to reduce heat loss through solid walls. 4.3. Explain common details for key interfaces between EWI and other building elements ensuring the continuity of the insulated envelope. 4.4. Explain problems with EWI at junctions with external services, roofs, windows and external doors, gas and electric meters, gutters and property boundaries. 4.5. Summarise key interface details between EWI and other building elements ensuring the continuity of the insulated envelope.
5. Be able to apply industry best practice in installation of double-glazed units.	5.1. Identify constraints on the improvement and replacement of windows in different buildings. 5.2. Carry out the installation of a double-glazed unit into an insulated solid wall in line with industry best practice. 5.3. Explain the importance of insulating sills, reveals and soffits of openings to minimise thermal bridging.

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	Upgrading Mechanical and Electrical Services as Part of a Retrofit Project
Level	Five
Credit Value	3
Guided Learning Hours (GLH)	19
OCN NI Unit Code	CBF769
Unit Reference No	K/650/1569
Unit purpose and aim(s): This unit will enable the learner to understand the main issues impacting on the improvement of electrical and mechanical services during a retrofit project. The learner will also understand alternative fuel options for off-grid customers, cost comparison and fuel poverty for occupants.	

Learning Outcomes	Assessment Criteria
1. Understand opportunities, impact and benefits of improving building services in domestic retrofit projects.	1.1. Explain the opportunities and impact of improvement of building services in domestic retrofit projects. 1.2. Explain what is meant by the terms, simple payback and carbon cost effectiveness.
2. Understand how mains grid gas supplies can provide options for heating and hot water in domestic retrofit projects.	2.1. Explain how mains gas provides benefits for heating systems. 2.2. Explain the factors to be considered if a heating only boiler or a combination boiler should be installed. 2.3. Evaluate what areas of energy improvements and insulations, impact on the hot water and heating demand for domestic retrofit projects. 2.4. Calculate the heating and hot water demand for a specific domestic retrofit project, including recommendations for boiler options and Kilowatt (KW) outputs.
3. Understand heating options for areas without mains gas grid provision.	3.1. Analyse the carbon emissions and annual costs for possible alternative fuel options, other than mains gas. 3.2. Critically compare the advantages and disadvantages of different heating options including issues relating to different heating fuel choices.
4. Understand issues associated with the supply of hot and cold water in domestic retrofit projects.	4.1. Explain how to reduce water usage and costs. 4.2. Explain hot water use in dwellings and amount used. 4.3. Explain current legislation regarding pipe insulation for hot water in domestic buildings. 4.4. Explain the issues involved with solar hot water systems. 4.5. Explain alternative hot water solutions available for retrofit projects other than solar thermal hot water systems.
5. Understand how the efficiency of electrical use in domestic retrofit projects can be improved.	5.1. Explain how the use of electricity can be reduced in domestic retrofit projects. 5.2. Summarise the options available for efficient lighting. 5.3. Explain the impact of appliance use on electricity demand. 5.4. Summarise alternative electric power supply and storage options.

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	Implementing Renewable Energy Systems and Storage within Retrofit Projects
Level	Five
Credit Value	3
Guided Learning Hours (GLH)	19
OCN NI Unit Code	CBF770
Unit Reference No	R/650/1570

Unit purpose and aim(s): This unit will enable the learner to understand the role of renewable energy systems in domestic retrofit projects, including the principles of battery storage systems, thermal heat stores, solar photovoltaic (PV) electricity generation and solar thermal hot water generation.

Learning Outcomes	Assessment Criteria
1. Understand the impact and role of renewable energy systems on reducing carbon emissions.	1.1. Explain the impact of renewable energy in reducing carbon emissions. 1.2. Explain the role of renewable energy systems in adding to the energy performance under the fabric first approach.
2. Understand solar photovoltaic (PV) electricity generation.	2.1. Explain the different options available for types of solar PV panels. 2.2. Explain how solar PV systems work including location, depreciation of unit performance, orientation, tilt and shading. 2.3. Calculate average costs for the installation of a PV system of given wattage, including incentives and payback periods. 2.4. Explain using examples possible issues that may arise from the installation of PV panels. 2.5. Illustrate how a solar PV can provide electricity via direct current (DC) invertor equipment.
3. Be able to commission a solar thermal hot water system in a domestic property.	3.1. Summarise the legislative and statutory regulations for individuals carrying out the commissioning of solar thermal hot water systems. 3.2. Explain the different types of solar thermal hot water systems available. 3.3. Explain how you would determine the type, location, and size of solar thermal hot water systems. 3.4. Carry out the commissioning of a solar thermal hot water system under supervision in a controlled environment for a given domestic property.
4. Understand different storage methods used in retrofit projects for generated electricity.	4.1. Summarise the types of domestic battery storage options available and how they can enhance a retrofit project. 4.2. Explain how to calculate a cost benefit analysis for installation of battery storage systems including payback period. 4.3. Explain the principles of a thermal heat store or heat stone, and how they could be used in a retrofit project.

Assessment Guidance

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

Please be advised that learners undertaking the practical elements of this unit must do so in a controlled environment under supervision. Prior to any practical activity being undertaken

learners must have demonstrated an understanding of the health and safety requirements before undertaking practical demonstrations.		
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	Quality Assurance and Post Retrofit Monitoring
Level	Five
Credit Value	1
Guided Learning Hours (GLH)	5
OCN NI Unit Code	CBF771
Unit Reference No	T/650/1571
Unit purpose and aim(s): This unit will enable the learner to understand risk management, roles and responsibilities, monitoring progress and quality assurance within retrofit projects.	

Learning Outcomes	Assessment Criteria
1. Understand the risks associated with domestic retrofit and the roles of those involved in risk management and project quality.	1.1. Explain the risks associated with domestic retrofit and their potential impact and consequences. 1.2. Explain the roles within a retrofit team and how each can contribute to ensuring quality and reducing risk within a retrofit project.
2. Understand how risks can be avoided during the key stages of retrofit.	2.1. Explain how an integrated approach to retrofit design including building fabric, building services and renewable energy systems can improve performance and reduce risk. 2.2. Summarise the appropriate materials, products and systems commonly used in a retrofit project. 2.3. Explain the need for appropriate sequencing of the installation of measures and how it can minimise risk.
3. Understand how post retrofit monitoring, evaluation and feedback can improve future projects.	3.1. Explain the importance of monitoring, evaluation and feedback to the improvement of domestic retrofit processes, techniques and risk management. 3.2. Explain how post retrofit monitoring should be carried out and how this can benefit future projects.

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

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 Assurer 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 5 Award in Retrofitting Domestic Properties
Qualification Number: 610/0597/6

OCN NI Level 5 Certificate in Retrofitting Domestic Properties
Qualification Number: 610/0596/4

OCN NI Level 5 Extended Certificate in Retrofitting Domestic Properties
Qualification Number: 610/0595/2

Operational start date: 15 March 2022
Review date: 28 February 2032

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