Qualification Specification:

OCN NI Level 3 Award in Sustainable Construction

- **Qualification No: 610/6163/3**

OCN NI Level 3 Certificate in Sustainable Construction

- **Qualification No: 610/6162/1**

Version: 1.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Newly developed qualification	V1.0 May 2025

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

Open College Network Northern Ireland
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90 463990
Website: **www.ocnni.org.uk**
Email: info@ocnni.org.uk

4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 3 Award and Certificate in Sustainable Construction.**

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 3 Award and Certificate in Sustainable Construction.

- **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.

- **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 3 Award in Sustainable Construction
Qualification Number: 610/6163/3

OCN NI Level 3 Certificate in Sustainable Construction
Qualification Number: 610/6162/1

Operational start date: 01 August 2025
Operational end date: 31 July 2030
Certification end date: 31 July 2033

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:

3.4 Environmental Conservation

NOS:

COSCSMO07 Assess and evaluate the sustainability and environmental impact of developments in construction management
COGSBP12 Complete Life Cycle Assessments in Support of Sustainable Business Practice
COSCSMO07 Assess and evaluate the sustainability and environmental impact of developments in construction management

EUSWM21 Maintain, develop and share expertise and knowledge about waste resource management and sustainability
COSVR727 Establish, control and monitor environmental factors and sustainability
COSBEDO13 Identify project energy efficiency and carbon minimisation requirements in built environment design
LANEM1 Identify and evaluate the organisations significant environmental aspects and impacts
COSVR733 Organise, control and monitor supplies of materials
COGSBP21 Control Energy Efficiency within Sustainable Business Practice
COSBEDO13 Identify project energy efficiency and carbon minimisation requirements in built environment design
COSTPCBCB13.2 Confirm project energy efficiency and carbon minimisation requirements in building control

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 3 Award and Certificate in Sustainable Construction is to provide individuals with the knowledge around the principles of sustainable construction involving environmental, social and economic building practices.

Qualifications' Objectives

The objectives of the OCN NI Level 3 Award and Certificate in Sustainable Construction are to enable learners to understand:

- the core principles of sustainable construction
- how to implement core principles that contribute to environmentally friendly, socially responsible, and economically feasible construction practices
- sustainable building regulations and their impact construction projects
- sustainable building standards, current regulations and environmental regulations and standards impacting on construction projects
- the principles, practices, and challenges associated with managing construction materials, resources, and waste
- energy efficiency and renewables in construction

5.5 Target Learners

These qualifications are targeted at individuals who have an involvement in the construction industry and seeking to develop their expertise in sustainable construction.

5.6 Entry Requirements

There are no formal entry requirements although learners should be at least 16 years of age.

5.7 Progression

The OCN NI Level 3 Award and Certificate in Sustainable Construction allow for progression within the suite and to further learning in this area and/or into employment.

5.8 Delivery Language

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

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal quality assurer

*Note: An individual cannot serve as an Internal quality assurer for their own assessments.

6.4 Tutor Requirements

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

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

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

6.5 Assessor Requirements

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

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

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

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

6.6 Internal quality assurer Requirements

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

The Internal quality assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification and have at least one year's occupational experience in the areas they are internally verifying. 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 3 Award and Certificate in Sustainable Construction are created to equip learners with the expertise and awareness needed to contribute meaningfully to eco-conscious construction practices. These qualifications delve into the principles of sustainability within the built environment, exploring energy efficiency, environmental impact, innovative materials, and green design solutions.

Learners will build a strong foundation in sustainable building methods while developing practical skills relevant to modern construction sectors. The course also encourages critical thinking around global environmental challenges and promotes an understanding of the role construction plays in shaping a greener future. It supports progression to employment or higher level study in related areas such as architecture, environmental science, or civil engineering.

7.2 Qualification Level

In the context of the OCN NI Level 3 Award and Certificate in Sustainable Construction 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 3, which signify a higher 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 3 Award in Sustainable Construction	
Total Qualification Time (TQT):	50 hours
Total Credits Required:	5 credits
Guided Learning Hours (GLH):	35 hours
OCN NI Level 3 Certificate in Sustainable Construction	
Total Qualification Time (TQT):	170 hours
Minimum Credits Required:	17 credits
Minimum Guided Learning Hours (GLH):	119 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 3 Award in Sustainable Construction** learners must complete the one mandatory unit – 5 credits.

To achieve the **OCN NI Level 3 Certificate in Sustainable Construction** learners must complete the mandatory unit and 3 units from the optional units (minimum 17 credits).

8. Assessment Structure

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

8.1 Assessment Guidance: Portfolio

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

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

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

8.2 Understanding the Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 3.
- **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.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Unit Summary Table

OCN NI Level 3 Award in Sustainable Construction

Total Qualification Time (TQT) for this qualification: 50 hours
Guided Learning Hours (GLH) for this qualification: 35 hours

In order to achieve the OCN NI Level 3 Award in Sustainable Construction, the learner must successfully complete the mandatory unit Sustainable Practices in Construction for 5 credits.

OCN NI Level 3 Certificate in Sustainable Construction

Minimum Total Qualification Time (TQT) for this qualification: 170 hours
Minimum Guided Learning Hours (GLH) for this qualification: 119 hours

In order to achieve this qualification, the learner must successfully complete the mandatory unit and 3 units from the following optional units for a total of 17 credits:

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory unit					
F/651/7082	CBG764	Sustainable Practices in Construction	5	35	Three
Optional units					
A/651/7080	CBG765	Principles of Sustainable Construction	4	28	Three
D/651/7081	CBG767	Sustainable Building Regulations	4	28	Three
J/651/7084	CBG768	Construction Materials, Resources and Waste Management	4	28	Three
H/651/7083	CBG769	Energy Efficiency and Renewable Energy in Construction	4	28	Three

10. Unit Content

Title	Principles of Sustainable Construction
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG765
Unit Reference No	A/651/7080
Learn Direct Code	QA2

Unit purpose and aim(s): This unit will enable the learner to understand how to implement core principles that contribute to environmentally friendly, socially responsible, and economically feasible construction practices. The learners will also understand how to contribute to environmentally responsible and socially conscious building practices.

Learning Outcomes	Assessment Criteria
1. Understand sustainable construction.	1.1. Explain what is meant by the term sustainable development and its impact on the construction industry. 1.2. Identify and define the three pillars of sustainable construction.
2. Understand environmentally sustainable construction.	2.1. Evaluate the environmental impact construction has on the environment, locally and globally. 2.2. Describe the methods and the benefits of environmentally sustainable construction. 2.3. Explain what an environmental impact assessment is and how it may impact construction projects.
3. Understand socially sustainable construction.	3.1. Understand the social implications of construction activities on local communities. 3.2. Explain why strategies for early involvement with the local communities play an important role in construction projects.
4. Understand economically sustainable construction.	4.1. Define the term life cycle costing and identify two benefits of using life cycle costing before commencing a construction project. 4.2. Assess the economic viability of sustainable construction practices. 4.3. Explain how life cycle assessments (LCAs) and socially sustainable construction can contribute significantly to the sustainable economic growth of the construction industry.

Assessment Guidance

NOS:
COSCSMO07 Assess and evaluate the sustainability and environmental impact of developments in construction management
COGSBP12 Complete Life Cycle Assessments in Support of Sustainable Business Practice

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to	Learner notes/written work Learner log/diary

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

Learning Outcome	Unit title: Principles of Sustainable Construction
1. Understand sustainable construction.	**Scope** **Teaching will cover: How sustainable construction meets the needs of the present without compromising the future.** **The 3 pillars of sustainable construction in reducing the environmental impact of the built environment:** • Environmental Sustainability • Social Sustainability • Economic Sustainability
2. Understand environmentally sustainable construction.	**Scope** **Teaching will cover: The impact construction activities have environmentally both locally in Northern Ireland and globally.** **How to address, change and improve:** • Circular Economy • The linear approach • Environmental Impact Assessment • Resource Depletion
3. Understand socially sustainable construction.	**Scope** **Teaching will cover: Understanding and addressing social implications for promoting sustainable development through strategies for engagement with the local communities:** • Social inclusion • Wellbeing • Employment Opportunities • Improved Quality of Life • Enhanced Public Health with Sustainable Buildings • Social Inclusion and Equity
4. Understand economically sustainable construction.	**Scope** **Teaching will cover: Economical sustainable construction processes in Northern Ireland that integrates cost-effective strategies and practices across key sustainable areas:** • Energy Efficiency • Life Cycle Costings • Waste Reduction Recycling and Reusing Construction Materials • Indoor Environmental Quality • Water Conservation • Sustainable Building Materials • Sustainable Design • Durability • Certified Sustainable Build

Title	Sustainable Building Regulations
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG767
Unit Reference No	D/651/7081
Learn Direct Code	QA2

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of sustainable building regulations and their impact construction projects. The learner will also understand the policy environment relating sustainability and how policy and legislation may evolve over time and their implications.

Learning Outcomes	Assessment Criteria
1. Understand UK and local building regulations and their impact on construction projects.	1.1. Explain the key elements of UK and local Building Regulations with reference to Part L (Conservation of fuel and energy) and Part F (Ventilation). 1.2. Evaluate current trends and developments in legislation and policies relating to sustainable building practices at local and UK levels and the potential impact of these changes on construction projects and maintaining compliance.
2. Be able to apply green building rating systems and use energy performance analysis simulation tools.	2.1. Evaluate and apply green building rating systems relevant to locally and UK including: a) Building Research Establishment Environmental Assessment Method (BREEAM) b) Lead, Elimination, Agile and New Ideas (LEAN) c) Energy Performance Certificate (EPC) d) Building Information Modelling (BIM) e) Leadership in Energy and Environment Design (LEED) to given sustainable design and construction practices. 2.2. Use energy performance analysis simulation tools to evaluate a given construction project application in order to optimise building energy efficiency and compliance with regulatory standards
3. Understand how changes to legislation and policy will impact on sustainable building practices.	3.1. Evaluate how legislation and policies may change in the future and the impact these changes may have on sustainable building practices and maintaining compliance.
4. Understand environmental legislation.	4.1. Explain the key elements of environmental legislation in own region as including those relating to: a) environmental impact assessments b) waste and contaminated land
5. Be able to apply regulations and standards and conduct an environmental impact assessment.	5.1. Apply environmental regulations and standards in own region to a given construction project identifying the impact of these on the construction project. 5.2. Conduct a comprehensive environmental impact assessment on a given construction project in own region taking into account local environmental priorities such as: a) biodiversity conservation b) water quality

	c) cultural heritage
6. Know how to develop waste management plans and implement these along with local recycling and circular economy practices and waste management strategies.	6.1. Illustrate how comprehensive waste management plans which take into account local regulations can be developed and implemented. 6.2. Explain how to integrate regional recycling and circular economy practices into construction waste management strategies.

Assessment Guidance

NOS:
COSCSMO07 Assess and evaluate the sustainability and environmental impact of developments in construction management

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

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

Learning Outcome	Unit title: Sustainable Building Regulations
1. Understand UK and local building regulations and their impact on construction projects.	**Scope** **Teaching will cover: Building fabric design refers to the physical components of a building that separate the interior environment from the exterior environment governed by a set of regulations:** • Building Regulations and Approved Documents (index A-T) • Materials and Workmanship Document 7
2. Be able to apply green building rating systems and use energy performance analysis simulation tools.	**Scope** **Teaching will cover: How green building standards and certifications play a crucial role in growing sustainable construction practices:** • BREEAM (Building Research Establishment Environmental Assessment Method) • Passivhaus Standard • LEED (Leadership in Energy and Environmental Design) • Ska Rating • Home Quality Mark (HQM) • Code for Sustainable Homes (CfSH) • WELL Building Standard
3. Understand how changes to legislation and policy will impact on sustainable building practices.	**Scope** **Teaching will cover: Relevant and evolving environmental regulations related to construction for ensuring compliance and sustainable practices in the built environment.** • Environmental Impact Assessment • Building Regulations • Waste Management Regulations • Water Management Regulations • Habitat Protection and Biodiversity Regulations • Air Quality Regulations • Noise Regulations
4. Understand environmental legislation.	**Scope** **Teaching will cover: The current version of the Environmental legislation for Northern Ireland and the key areas within:** • Environmental targets • Environmental improvement plans • Environmental monitoring • Policy statement on environmental principles • Environmental protection: statements and reports • Managing waste • Waste enforcement and regulation • Air quality • Water quality
5. Be able to apply regulations and standards and conduct an environmental impact assessment.	**Scope** **Teaching will cover: The benefits of strong sustainable regulations and standards and the effects they can bring to the built environment:** • Environmental Impact Assessment • Protection of Public Health: • Preservation of Natural Resources • Mitigation of Environmental Pollution • Enhancement of Environmental Quality

	• Promotion of Sustainable Development • Community Engagement and Stakeholder Trust:
6. Know how to develop waste management plans and implement these along with local recycling and circular economy practices and waste management strategies.	**Scope** **Teaching will cover: Waste management regulations in Northern Ireland and explain the following:** • Waste Regulations (Northern Ireland) • Handling, disposal, and recycling of construction and demolition waste • Minimise environmental impact • Environmental Permitting Regulations • Duty of Care • Waste Hierarchy • Site Waste Management Plans (SWMPs) • Landfill Tax and Waste Duty • Waste Electrical and Electronic Equipment (WEEE) Regulations

Title	Sustainable Practices in Construction
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBG764
Unit Reference No	F/651/7082
Learn Direct Code	QA2

Unit purpose and aim(s): This unit will enable the learner to understand the core principles of sustainable construction; how energy efficiency and renewable technologies are incorporated into the construction project; the importance of resourcing sustainable materials and building techniques and minimising the waste associated with construction projects. The learner will also understand sustainable building standards, current regulations and environmental regulations and standards impacting on construction projects.

Learning Outcomes	Assessment Criteria
1. Understand the core principles of sustainable construction and relationship to environmental, social, and economic factors.	1.1. Explain the core principles of sustainable construction. 1.2. Explain the environmental, social, and economic aspects of sustainability in construction.
2. Understand energy efficiency and renewable energy in construction projects.	2.1. Evaluate strategies for improving energy efficiency in construction projects and their implications. 2.2. Describe the integration of renewable energy sources in construction projects.
3. Understand the use of materials, resources and waste management in construction.	3.1. Describe the importance of material selection, use of resources and waste management in a construction project. 3.2. Explore sustainable materials and procurement options available for construction projects.
4. Understand sustainable building standards in construction and their impact.	4.1. Identify the key sustainable building standards and certifications impacting on construction projects at a UK and local level. 4.2. Assess the benefits of adhering to sustainable building standards. 4.3. Describe the impact of non-compliance with sustainability building standards.
5. Understand environmental regulations in the construction industry and their impact.	5.1. Identify relevant environmental regulations related to construction in own region. 5.2. Assess the benefits of adhering to environmental regulations in construction. 5.3. Describe the impact of non-compliance with environmental regulations in construction.

Assessment Guidance

NOS
EUSWM21 Maintain, develop and share expertise and knowledge about waste resource management and sustainability
COSVR727 Establish, control and monitor environmental factors and sustainability
COSBEDO13 Identify project energy efficiency and carbon minimisation requirements in built environment design

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to	Learner notes/written work Learner log/diary

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

Learning Outcome	Unit title: Sustainable Practices in Construction
1. Understand the core principles of sustainable construction and relationship to environmental, social, and economic factors.	**Scope** **Teaching will cover: The principles and methodology used in sustainable development within the built environment and how it can foster resilience, efficiency, and responsible management of resources:** • Resource Conservation • Minimising Waste Generation • Renewable Materials and Energy-Efficient Designs • Green Building Technologies • Renewable Energy Integration • Regulatory Compliance and Certification
2. Understand energy efficiency and renewable energy in construction projects	**Scope** **Teaching will cover: The resource conservation in construction Building Regulations Northern Ireland, which provides guidance on conservation of fuel and power in buildings other than dwellings:** • Technical Booklet F2 • minimise environmental impact • conservation of materials, energy, and water • contribute to environmental protection • reduce waste generation
3. Understand the use of materials, resources and waste management in construction.	**Scope** **Teaching will cover: The importance of incorporating sustainable building materials and energy-efficient design principles into construction practices within Northern Ireland:** • prioritise renewable materials using new and innovative methods of construction • minimising waste using these innovate construction methods. **Potential Sustainable Materials:** • *Reclaimed Wood, Bamboo, Straw Bales, Cordwood, Paper Insulation (Cellulose)* • *Recycled Metal, Rammed Earth, Recycled Plastic, Green Concrete, Plant-based Polyurethane Rigid Foam* • *Low- or Zero-VOC Paints and Finishes* • *Cool Roofs, Green Roofs, Solar Panels*
4. Understand sustainable building standards in construction and their impact.	**Scope** **Teaching will cover: Understanding of the current building regulations and where and how they have or will change/align to the environmental regulations:** • PAS2035 Retrofitting Dwellings for improved Energy Efficiency • MCS Microgeneration Certification Scheme • MMC Modern Methods of Construction • RCC Resource Conservation in Construction

5. Understand environmental regulations in the construction industry and their impact.	**Scope** **Teaching will cover: Understanding of the current UK building regulations and how they have or will change/align to the environmental regulations:** • Structure: Approved Document A • Ventilation: Approved Document F • Combustion appliances and fuel storage systems: Approved Document J • Conservation of fuel and power: Approved Document L • Infrastructure for charging electric vehicles: Approved Document S • Electrical safety: Approved Document P • Overheating: Approved Document O • Material and workmanship: Approved Document 7

Title	Construction Materials, Resources and Waste Management
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG768
Unit Reference No	J/651/7084
Learn Direct Code	QA2
Unit purpose and aim(s): This unit will enable the learner to understand the principles, practices, and challenges associated with managing construction materials, resources, and waste.	

Learning Outcomes	**Assessment Criteria**
1. Be aware of the environmental impact of construction materials.	1.1. Summarise common construction materials and including their main properties and applications and environmental impact.
2. Understand sustainable construction resource management.	2.1. Explain the principles of sustainable resource management in construction. 2.2. Compare two construction methods used to optimise resource use on a construction project.
3. Understand construction waste management and associated environmental and economic impacts.	3.1. Identify two construction waste sources and describe how each could be reduced or reused. 3.2. Explain the environmental and economic impacts of construction waste.
4. Be able to conduct a life cycle assessment	4.1. Conduct a life cycle assessment (LCA) of one construction material or process. 4.2. Use the outcomes of the LCA conducted in AC 4.1 to identify opportunities for sustainability improvements.
5. Understand the application of circular economy principles within the construction industry.	5.1. Explain the objectives of the six principles of a circular economy in the context of construction. 5.2. Evaluate the potential benefits of adopting circular economy practices in construction projects.
6. Be able to evaluate the waste reduction potential of technological advancements in the construction industry.	6.1. Explore technological advancements in construction materials and methods that contribute to sustainable practices. 6.2. Evaluate the feasibility and effectiveness of one technological advancement identified in AC 6.1 for waste reduction.

Assessment Guidance

NOS
LANEM1 Identify and evaluate the organisations significant environmental aspects and impacts
COSVR733 Organise, control and monitor supplies of materials

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 practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit: Construction Materials, Resources and Waste Management
1. Be aware of the environmental impact of construction materials.	**Scope** **Teaching will cover: Identifying the range of current building materials/products and construction components and measure their sustainability impact:** • Wood • Metals • UPVC • Concrete • Insulation • Glass • Brick and Block • Doors and Windows • Plaster – Bonding and Finish • Gas and Oil Boilers
2. Understand sustainable construction resource management.	**Scope** **Teaching will cover: Understanding the principles of sustainable resource management in construction and comparable outcomes across built environment materials:** • Cost Savings - sustainable construction may cost higher than non-sustainable build methods, however they offer long-term savings through reduced energy consumption and lower maintenance costs. • sustainable construction can lead to increased asset value - property • Flexibility in Design - Buildings
3. Understand construction waste management and associated environmental and economic impacts.	**Scope** **Teaching will cover: The need within the construction sector in Northern Ireland to contribute to sustainable development by reducing waste and promoting responsible resource management:** • Prefabrication and Modular Construction • Optimized Material Management • Waste Segregation and Recycling • Reuse of Materials • Lean Construction Practices • Design for Deconstruction • Construction Waste Management Plans • Supplier and Subcontractor Engagement
4. Be able to conduct a life cycle assessment.	**Scope** **Teaching will cover: The life cycle assessment of the built environment and principles that govern the selection, use and duration of these products and their lifelong carbon detailing:** • 6 Principles of LCA • Embodied Carbon • raw material extraction – for manufacturing • manufacturing – of the construction products • transportation – products to site • construction phase • Building usage – dwelling/commercial/industrial • end-of-life - demolition

5. Understand the application of circular economy principles within the construction industry.	**Scope** **Teaching will cover: learning the relevant environmental regulations related to the construction sector to ensure compliance and promotion of sustainable practices in the built environment.:** • Environmental Impact Assessment (EIA) • Building Regulations A-T & 7 • CDM – construction design management regulations • PAS 2035
6. Be able to evaluate the waste reduction potential of technological advancements in the construction industry.	**Scope** **Teaching will cover: How sustainability, environmental awareness, climate change and the acknowledgement to change by governments/states and society are leading to new and advanced construction methods and waste reduction:** • Environmental Permitting Regulations • Waste Hierarchy • Site Waste Management Plans (SWMPs) • Waste Regulations (Northern Ireland) • Material operational carbon • Built Environment operational emissions • Carbon factoring – LCA - materials

Title	Energy Efficiency and Renewable Energy in Construction
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG769
Unit Reference No	H/651/7083
Learn Direct Code	QA2

Unit purpose and aim(s): This unit will enable the learner to understand energy efficiency and renewables in construction. Learners will also understand how to contribute to sustainable, economically viable and environmentally friendly building.

Learning Outcomes	Assessment Criteria
1. Understanding energy efficiency in the built environment.	1.1. Explain what is meant by energy efficiency in the context of construction. 1.2. Identify key factors influencing energy efficiency in buildings. 1.3. Explain the environmental and economic benefits of energy-efficient construction practices.
2. Understand how to incorporate energy efficiency into building design.	2.1. Explain the key elements of energy-efficient building design principles. 2.2. Explain the importance of the building fabric when designing a sustainable building.
3. Understand how renewable energy sources are incorporated into construction projects.	3.1. Describe the main types of renewable energy sources applicable to the construction industry including: a) solar b) wind c) geothermal 3.2. Compare the advantages and limitations of three different renewable energy technologies. 3.3. Evaluate the advantages and disadvantages of incorporating renewable energy sources into a given construction project.
4. Understand energy-efficient heating, ventilation and air conditioning systems (HVAC).	4.1. Identify energy-efficient (HVAC) systems. 4.2. Compare and contrast the lifecycle cost of a traditional HVAC source to that of a sustainable HVAC source.
5. Understand regulation, compliance and standards relating to energy efficiency in sustainable construction projects.	5.1. Identify relevant local energy efficiency regulations in own region that impact on sustainable construction projects. 5.2. Explain what is meant by building energy performance certificate (EPC) certifications and their usage. 5.3. Identify and interpret elements of building codes that promote energy efficiency.

Assessment Guidance

NOS

COGSBP21 Control Energy Efficiency within Sustainable Business Practice
COSBEDO13 Identify project energy efficiency and carbon minimisation requirements in built environment design
COSTPCBCB13.2 Confirm project energy efficiency and carbon minimisation requirements in building control

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

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

Learning Outcome	Unit title: Energy Efficiency and Renewable Energy in Construction
1. Understanding energy efficiency in the built environment.	**Scope** **Teaching will cover: Energy efficiency in buildings is the practice of minimising energy consumption while achieving the same level of performance as less efficient buildings:** • Building Fabric Design • Lighting Design • Appliance and Equipment Efficiency • Passive Design Strategies • Energy Management Systems
2. Understand how to incorporate energy efficiency into building design.	**Scope** **Teaching will cover: How energy efficiency methodology can be merged with the building fabric, and incorporate the internal and external systems and components:** • Thermal Performance • Air Tightness • Moisture Control • Durability and Weather Resistance • Doors and windows: High-performance glazing systems
3. Understand how renewable energy sources are incorporated into construction projects.	**Scope** **Teaching will cover: The correct pairing range of renewable, environmental and replacement fossil fuel energy options, available to the built environment:** • New Build Options/Fabric First • Retrofitting Options/Fabric First • Solar Thermal/Solar PV & Battery Storage • Heat Pumps • Biofuels – HVO/LPG/Mass
4. Understand energy efficient heating, ventilation and air conditioning systems (HVAC).	**Scope** **Teaching will cover: Understanding the comfort level requirements for the internal building space and selecting from a range of energy efficient systems and controls to meet those needs:** • Heat Pump System Design • Underfloor Heating • Warm Air Units/Air Curtain Heating • Mechanical Heat Recovery MCHVR • Air conditioning systems/units
5. Understand regulation, compliance and standards relating to energy efficiency in sustainable construction projects.	**Scope** **Teaching will cover: The current legislative requirements for compliance on working on sustainable construction projects:** • PAS 2035 - Constriction • MCS – Heat Pumps/Biomass • Passive Design - Construction • BS7671 – Solar PV/EESS Battery Storage/EVC Electric Cars • OFTEC – HVO Hydrogenated Vegetable Oil • Gas Safe – LNG Liquid Natural Gas/Bio LPG/Anaerobic Digestion

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 3 Award in Sustainable Construction
Qualification Number: 610/6163/3

OCN NI Level 3 Certificate in Sustainable Construction
Qualification Number: 610/6162/1

Operational start date:	01 August 2025
Operational end date:	31 July 2030
Certification end date:	31 July 2033

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

Phone: 028 90 463990
Email: info@ocnni.org.uk
Web: **www.ocnni.org.uk**

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

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

Verb	Definition	Example
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.
Conduct	To lead, guide, direct, or manage an activity, operation, or situation.	The learner would need to demonstrate their ability to lead, guide, or manage an activity or process effectively. They may need to conduct a meeting, which requires them to organise, lead, and facilitate a meeting. The learner may need to conduct a survey which requires

		them to oversee and manage the process of gathering information through a survey.
Define	Description of what a term means and its application i.e. to specify meaning	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Explain	Make clear a given subject matter and / or give reasons for and/or the procedure in a given situation or regarding a given subject matter / Setting out purposes or reasons.	The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for its importance and / or significance. The learner will be expected to demonstrate a detailed comprehension of the subject matter.
Explore	To thoroughly investigate, examine, or analyse something. To explore involves searching, discovering, and gaining a deeper understanding.	When used in a directive sense, the learner is expected to actively look into a topic, situation, or area to uncover new insights or information. It should prompt curiosity and a willingness to delve into unfamiliar or complex aspects. A learner will demonstrate curiosity, critical thinking, and the ability to dive deep into the subject matter. The learner will break down the information collected and examine the elements in-depth, identifying patterns, relationships, or causes. They should look beyond the obvious and investigate potential alternatives, different viewpoints, or related areas.

Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner's illustration must be relevant to the task or objective. This involves focusing on the key aspects that need to be communicated and ensuring that the illustration aligns with the intended purpose. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors. This involves double-checking facts, measurements, and details to ensure the representation is correct.

Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.
Understand	To grasp the meaning, significance or nature of content, by memorising facts, being able to explain concepts, apply knowledge to situations or make connections between different ideas.	Learners may be expected to understand complicated concepts, explaining solutions; understand events, which they can discuss, argue or debate; use innovative thinking skills to analyse and evaluate; or understand the appropriate skills to apply in given situations.
Use	To effectively apply information, items, or equipment to produce desired outcomes or enhance understanding.	The learner will be expected to effectively apply the information, items, or equipment to achieve specific objectives. This involves understanding how to utilize resources correctly and purposefully. The learner carries out tasks using the provided resources to produce tangible items or results. This involves following procedures accurately and using the resources as intended. The learner uses the resources to solve problems or complete tasks. This involves critical thinking, creativity, and the ability to apply knowledge in practical scenarios. The learner demonstrates a thorough understanding of how to use the resources to inform their actions and decisions. This involves integrating knowledge and resources to enhance their overall comprehension and performance. The learner uses the resources efficiently, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.