



Qualification Specification:

OCN NI Level 2 Award in Sustainable Workplace Practices

- **Qualification No: 610/7856/6**

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue

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

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

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

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

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4. About this Specification

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

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

The qualification specification will detail the following aspects of the OCN NI Level 2 Award in Sustainable Workplace Practices.

- **Qualification Features:** this includes the key characteristics and features of this qualification, 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 this qualification. 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 this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering this qualification must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualification.

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

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

4.1 Additional Support

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

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

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

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Sustainable Workplace Practices

Qualification Number: 610/7856/6

Operational start date: 14 August 2026

Review date: 13 August 2031

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

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

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

5.2 Sector Subject Area

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

15.3 Business management

NOS:

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

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

[COGSBP35 – Develop an awareness of environmental good practice in support of sustainable business practice](#)

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

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

Qualification's Objectives

The objectives of the OCN NI Level 2 Award in Sustainable Workplace Practices are to develop an understanding of:

- Sustainability, sustainable development and associated legislation and policy
- Green technologies and sustainable practices within the workplace
- How to plan to improve sustainability within organisations

5.5 Target Learners

The OCN NI Level 2 Award in Sustainable Workplace Practices is targeted at individuals who have an interest or involvement in managing and promoting environmental sustainability.

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 2 Award in Sustainable Workplace Practices qualification allows for progression to the OCNNI Certificate in Sustainability in the Workplace and to further learning in this area and/or into employment.

5.8 Delivery Language

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

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

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

6.2 Qualification Approval

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

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

6.3 Centre Staffing

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

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

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

6.4 Tutor Requirements

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

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

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

6.5 Assessor Requirements

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

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

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualifications:** 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 qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Award in Sustainable Workplace Practices is to equip learners with the knowledge and practical skills to promote and plan the implementation of sustainable practices within workplace environments. It introduces key concepts such as energy efficiency, waste reduction, water conservation, and biodiversity protection, helping learners understand how everyday workplace activities impact the environment. Learners will explore how to identify sustainability challenges, key legislation and policies and support their organisation's efforts towards improving sustainability. This qualification is ideal for those seeking to enhance their employability in the green economy or contribute meaningfully to sustainability initiatives in their current role.

7.2 Qualification Level

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

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 2 Award in Sustainable Workplace Practices	
Minimum Total Qualification Time (TQT):	30 hours
Minimum Total Credits Required:	3 credits
Minimum Guided Learning Hours (GLH):	24 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 2 Award in Sustainable Workplace Practices** the learner must successfully complete one unit - 3 credits.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

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

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

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 this qualification are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Sustainable Workplace Practices

Minimum Total Qualification Time (TQT) for this qualification: 30 hours

Minimum Guided Learning Hours (GLH) for this qualification: 24 hours

In order to achieve the OCN NI Level 2 Award in Sustainable Workplace Practices, the learner must successfully complete the one unit - 3 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
H/652/3149	CBH017	Sustainability in the Workplace	3	24	Two

10. Unit Content

10.1 Sustainability in the Workplace

Title	Sustainability in the Workplace
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBH017
Unit Reference No	H/652/3149
Learn Direct Code	QA1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand sustainability and sustainable development and the importance of embedding sustainability practices within workplaces.	
Learning Outcomes	Assessment Criteria
1. Understand sustainability and sustainable development.	1.1. Define the terms sustainability and sustainable development. 1.2. Describe the three pillars of sustainability 1.3. Summarise the factors impacting on and drivers of sustainability from local, national and international perspectives. 1.4. Explain the issues that need to be considered to improve sustainability, including: a) biodiversity b) management of resources 1.5. Summarise the benefits of improving sustainability in own workplace or given organisation including: a) environmental b) social c) economic
2. Understand government legislation and policy relating to sustainability and the environment.	2.1. Describe the key elements of legislation and policies that relate to sustainability and the environment. 2.2. Describe the role of different organisations in supporting workplaces improve sustainability and reduce adverse environmental impact.
3. Understand key sustainability terminology.	3.1. Define and explain the following terms: a) net zero b) carbon footprint c) circular economy d) life cycle assessment (LCA) e) green technology 3.2. Describe climate change and its impact on the environment.
4. Understand methods, green technologies and various sustainability initiatives that can support the improvement of sustainability in workplaces.	4.1. Describe methods and initiatives that could be implemented in own workplace or given organisation to improve sustainability. 4.2. Summarise key green technologies that have a positive impact on sustainability. 4.3. Summarise organisational procedures for the reporting of opportunities to improve sustainability in own workplace or given organisation.

	4.4. Describe some of the potential barriers to embedding sustainability within own workplace or given organisation.	
5. Be able to plan to improve sustainability within an organisation.	5.1. Produce an action plan to improve sustainability in own workplace or given organisation.	
Assessment Guidance NOS: <u>PPLTT59 – Undertake your duties in a sustainable way in your workplace</u> <u>LANWFS15 – Contribute to sustainable practice in workplace and facilities services</u> <u>COGSBP35 – Develop an awareness of environmental good practice in support of sustainable business practice</u>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Sustainability in the Workplace
1. Understand sustainability and sustainable development.	Scope Teaching will cover: • concepts of sustainability and sustainable development from a workplace perspective and highlighting their difference • the three pillars: Environmental, Social, and Economic from a workplace perspective and how these pillars interact and balance each other • local factors: community needs, local regulations, waste management practices • national factors: government policies, industry standards, economic priorities • international factors: global agreements (e.g., Paris Agreement), climate change, supply chain ethics • workplace impacts on biodiversity (e.g., land use, pollution) • strategies to protect biodiversity (e.g., green spaces, reducing harmful chemicals) • waste reduction, recycling, and circular economy principles • energy efficiency measures and sustainable procurement practices • benefits of improving sustainability in workplaces including: ○ Environmental: reduced carbon footprint and pollution, conservation of natural resources, compliance with environmental regulations ○ Social: improved employee health and safety, enhanced community reputation and trust, contribution to social equity and well-being ○ Economic: cost savings through efficiency and waste reduction, increased competitiveness and innovation, long-term financial resilience and risk reduction
2. Understand government legislation and policy relating to sustainability and the environment.	Scope Teaching will cover: • purpose of environmental legislation and sustainability policies and reference key UK legislation including Environmental Protection Act, Climate Change Act and Waste Regulations • workplace responsibilities under these laws and penalties for non-compliance and benefits of adherence • government agencies at international, national and local levels (e.g., UN, Environment Agency, councils) and their regulatory role • non-governmental organisations (NGOs) industry bodies and trade associations promoting best practices and charities advocating sustainability • business support organisations (e.g., Carbon Trust) providing advice and resources
3. Understand key sustainability terminology.	Scope Teaching will cover: • net zero: balancing greenhouse gas emissions with removal or offsetting, climate targets and workplace strategies to contribute to net zero (energy efficiency, renewable energy) • carbon footprint: total greenhouse gas emissions caused by an individual, organisation, or product, measurement of direct and indirect emissions and examples of actions to reduce carbon footprint in the workplace

	• circular economy: systems aimed at eliminating waste and continually using resources, unpinning principles: reuse, repair, remanufacture, recycle and give workplace examples (closed-loop recycling, sustainable procurement) • Life Cycle Assessment (LCA) as method to assess environmental impacts of a product or process throughout its life cycle associated stages of raw material extraction, production, use, disposal and why LCA is important for sustainability decisions • green technology: describe using examples e.g. renewable energy systems, energy-efficient machinery, water-saving devices and explain workplace benefits • climate change: long-term alteration of temperature and weather patterns due to human activity • causes of climate change: greenhouse gas emissions, deforestation, industrialisation etc and impact such as rising global temperatures, increased frequency of extreme weather events and loss of biodiversity and habitat destruction implications for workplaces (supply chain risks, resource scarcity)
4. Understand methods, green technologies and various sustainability initiatives that can support the improvement of sustainability in workplaces	Scope Teaching will cover: • practical sustainability methods including energy efficiency measures (LED lighting, smart meters), waste reduction strategies (recycling programs, paperless systems) and water conservation initiatives (low-flow fixtures, leak monitoring) • sustainable procurement • employee engagement initiatives and transport-related actions • green technologies and their role in reducing environmental impact • examples of renewable energy systems (solar panels, wind turbines), energy-efficient appliances and machinery, water-saving technologies (rainwater harvesting, greywater recycling), waste-to-energy systems and advanced recycling technologies and smart building technologies (automated lighting, heating controls) • workplace benefits including: ○ cost savings ○ compliance ○ reputation enhancement • common barriers to implementing green technologies and sustainability initiatives including: ○ financial constraints ○ lack of awareness or training ○ resistance to change ○ limited resources: time, staff, or expertise, supply chain limitations and how these may be overcome
5. Be able to plan to improve sustainability within an organisation	Scope Teaching will cover: • what an action plan is and its purpose in driving sustainability improvements • use of SMART principles (Specific, Measurable, Achievable, Relevant, Time-bound) for setting action plan objectives • importance of prioritising actions based on impact and feasibility and communication and staff engagement

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

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

The Assessor should work with the Internal 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 this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

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

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

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

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

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

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

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

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

11.2 Internal Quality Assurance

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

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

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

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

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

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

11.3 Documentation

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

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

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

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

11.4 External Quality Assurance

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

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. 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 this qualification must carry out internal standardisation activities prior to the claim for certification.

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

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal 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 this qualification within 20 days of commencement of the delivery of the programme.

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

12.2 Certification

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

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

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

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

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

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

12.5 Retention of Evidence

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

OCN NI Level 2 Award in Sustainable Workplace Practices
Qualification Number: 610/7856/6

Operational start date: 14 August 2026
Review date: 13 August 2031

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

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

Verb	Definition	Example
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.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and

		systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distil 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.