

Title:	Sources of Energy
Level:	Entry Level 3
Credit value:	1
GLH	10
Unique Reference Number:	M/650/0354
Aim:	This unit aims to develop knowledge of the different sources of energy used and how renewable sources of energy are developed.
Assessment	Assessment workbook
Learning outcomes	
<i>The learner will:</i>	
1	Know sources of energy.
Delivery content:	
<p>The aim of this learning outcome is to provide learners with knowledge of different sources of energy, including fossil fuels and renewable sources. Learners will be able to identify advantages and disadvantages of different sources of energy and identify the types of energy used in a range of environments.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • list non-renewable sources of energy. • list renewable sources of energy. • identify the advantages and disadvantages of different sources of energy. • identify the type of energy used in: <ul style="list-style-type: none"> ○ the home ○ the workplace ○ travel and transport. 	
2	Know about developing renewable sources of energy.
Delivery content:	
<p>The aim of this learning outcome is to provide learners with knowledge of how renewable sources of energy may be developed. Learners will identify a range of renewable energy projects, locally, nationally or internationally and will be able to give reasons why objections may be raised for a specific project. Learners will be able to use publicly</p>	

available information, such as websites, news articles or YouTube videos to state how objections have been managed for the specific renewable energy project.

The learner must:

- give examples of **renewable energy projects**.
- list reasons why objections may be raised for a **specific renewable energy project**.
- state how objections are managed for a specific renewable energy project.

3 Know about future developments of renewable energy sources.

Delivery content:

The aim of this learning outcome is to provide learners with knowledge of future developments of renewable sources of energy. Learners will conduct basic research to identify why there is a need for alternative sources of energy and what projects are proposed for the future. The projects may be in the learners' local environment or be national or internationally based. Learners will be able to identify a benefit and negative aspect of the selected development.

The learner must:

- identify why alternative sources of energy are required.
- identify a future renewable energy development.
- list a benefit of this development.
- state a negative aspect of the development.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements	
Non-renewable sources of energy	<ul style="list-style-type: none"> • Fossil fuels (gas, oil, coal)
Renewable sources of energy	Learners could consider: <ul style="list-style-type: none"> • Solar power • Wind power

	<ul style="list-style-type: none"> • Hydropower • Tidal power • Geothermal power
Renewable energy projects	Learners could consider projects that are in their local environment, based nationally or internationally
Specific renewable energy project	Learners should select one project to consider, this could be based on information available either through journals, publicity, use of the internet in researching project, through direct communications with the project, etc

Scope of Assessment

Learners will complete the Sources of Energy Assessment Workbook for this unit.

Learners are expected to use publicly available information from relevant websites, news articles, journals and publications to source information to respond to the questions set out in the workbook.

To add context to the unit, learners should consider how future renewable energy project will impact their own lives either at home or work.