



PART OF **nocn** GROUP

## UNIT SPECIFICATION

# NOCN Green Skills – Introducing Energy Efficiency Units

**Operational Start Date: 1<sup>st</sup> September 2022**

**Version: 2 – September 2023**

### **To know more about NOCN:**

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: **0300 999 1177**

## Introduction

**NOCN** is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity, we are proud of our reputation as a provider of fully accessible trusted and flexible qualifications.

## About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, endorsed programmes and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers, and FE Colleges a fully integrated range of learning and skills development products and services.

Information about all our courses and qualifications is available from our website:

<https://www.nocn.org.uk/>

## NOCN Green Skills – Introducing Energy Efficiency Units at a Glance

Purpose	Target Audience
<p>To help meet targets on NetZero and Sustainability. NOCN has launched its Green Skills Catalogue of units. This aims to meet the needs of upskilling the existing workforce and new entrants enabling them to progress in their careers.</p>	<p>These energy efficiency units are designed to introduce learners within the construction sector to the skills and knowledge needed for energy efficiency.</p>
Content Overview	Entry Requirements
<p>The contents of the units are designed to upskill learners in energy efficiency related topics.</p>	<p>There are different entry requirements based on the level of the unit. More information is available in the relevant section of this document.</p>
Assessment	Additional Resources
<p>There are a variety of assessment methods used within the units. Please see each unit specification for information on how it must be assessed.</p>	<p>Supporting resources are available for these units on NOCN’s vLearn platform.</p>

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# 1. Overview of NOCN Green Skills – Introducing Energy Efficiency Units

These units are vocationally / technically based and as such, offer the opportunity for learners to demonstrate an achievement of skills, understanding and knowledge to enable them to progress into employment or to progress within employment in the construction sector.

All of the units are designed to be delivered to a range of learners to assist with upskilling the workforce to meet the challenges of sustainability and the drive towards NetZero. More detail is included within the entry requirements section for each level of units.

## 1.1 Entry Requirements

There are no formal entry requirements for learners undertaking this qualification. The qualification can be undertaken without any previous training or qualifications in this subject area.

### Standard Requirements for all units:

Learners must be able to demonstrate the requirements of the unit and have access to the required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure that units are appropriate for them, and they can achieve the level they will be studying before enrolling them onto a programme of learning.

## 1.2 Progression Routes

Learners who achieve one of these units:

- Carbon Awareness (L/650/0362)
- Improving Energy Efficiency (J/650/0360)
- Sources of Energy (K/650/0361)
- Sustainability and Environmental Awareness (D/650/0359)

could progress onto the full qualification:

- **NOCN Level 1 Award in Energy Efficiency and Sustainability (610/0072/0)**

Learners who achieve one of these units:

- Carbon Awareness (K/650/0352)
- Improving Energy Efficiency (L/650/0353)
- Sources of Energy (M/650/0354)
- Sustainability and Environmental Awareness (A/650/0358)

could progress onto the full qualification:

- **NOCN Entry Level 3 Award in Energy Efficiency and Sustainability (610/0071/X)**

Learners who achieve Introducing Environmental Awareness and Sustainability in Construction (F/618/0657) could progress onto a full entry 3 construction training qualification.



Learners who achieve Environmental Awareness and Sustainability in Construction (J/618/0739) could progress onto a full level 1 or 2 construction training qualification.

## 2. Unit Details

### 2.1 Available Units

The following units are available for single unit registration and achievement: Click on the links for more information.

Units Title	Level	Ofqual Unit Ref	Credits	GLH	Assessment
<a href="#">Carbon Awareness</a>	1	L/650/0362	1	10	Project
<a href="#">Improving Energy Efficiency</a>	1	J/650/0360	3	20	Project
<a href="#">Sources of Energy</a>	1	K/650/0361	1	10	Project
<a href="#">Sustainability and Environmental Awareness</a>	1	D/650/0359	3	20	Project
<a href="#">Carbon Awareness</a>	E3	K/650/0352	1	10	Coursework / Project
<a href="#">Improving Energy Efficiency</a>	E3	L/650/0353	3	30	Coursework / Project
<a href="#">Sources of Energy</a>	E3	M/650/0354	1	10	Coursework / Project
<a href="#">Sustainability and Environmental Awareness</a>	E3	A/650/0358	1	10	Coursework / Project
<a href="#">Introducing Environmental Awareness and Sustainability in Construction</a>	E3	F/618/0657	3	30	Workbook
<a href="#">Environmental Awareness and Sustainability in Construction</a>	L1	J/618/0739	3	27	Project

## 2.2 Guided Learning Hours (GLH) / Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve these qualifications.

TQT is split into two areas:

Area	Example of activities
<p>Guided Learning Hours (GLH):</p> <ul style="list-style-type: none"> <li>• learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training</li> <li>• includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom-based learning supervised by a teacher</li> <li>• Work-based learning supervised by a teacher</li> <li>• Live webinar or telephone tutorial with a teacher in real time</li> <li>• E-learning supervised by a teacher in real time</li> <li>• All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training</li> <li>• Exam time</li> </ul>
<p>Other Learning Hours (OLH):</p> <ul style="list-style-type: none"> <li>• an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:                             <ul style="list-style-type: none"> <li>○ preparatory work</li> <li>○ self-study</li> </ul> </li> <li>• any other form of education or training, including assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and unsupervised research / learning</li> <li>• Unsupervised compilation of a portfolio of work experience</li> <li>• Unsupervised e-learning</li> <li>• Unsupervised e-assessment</li> <li>• Unsupervised coursework</li> <li>• Watching a pre-recorded podcast or webinar</li> <li>• Unsupervised work-based learning</li> </ul>



## 2.3 Assessment and Evidence

The assessment method used for each unit is stated in the unit specification – please visit either the website or go to Section 2.1 – Unit Details and click on the individual unit for details.

NOCN use a range of assessment models for units including:

### Internal assessment

These assessments are devised and assessed by centres.

Internal assessment activity must ensure evidence of achievement against the learning outcome requirements as specified within each component.

Centres must ensure that learning is at the correct level for the unit.

Assessment activities must be robust in that they are:

- Valid**            The validity of an assessment decision is ensuring that the right thing has been assessed in the right way to deliver an accurate assessment result.
  
- Authentic**        The assessment process must ensure that all evidence of achievement is authentic in that it has been created solely by the learner (unless otherwise required) and has not been plagiarised. If work was not authentic, it would undermine the entire the assessment process and overall qualification system.
  
- Current**            The assessment process must ensure that the evidence used to claim qualification or unit achievement reflects current industry/qualification practice. This can be done by ensuring that the evidence is relevant at the time of the assessment as well as ensuring that the assessor has used the most-up-date assessment documentation.
  
- Sufficient**        The Assessor must review assessment evidence to judge whether the learner has generated enough evidence at the right level to confidently cover all relevant learning outcome or assessment criteria requirements. The Assessor must also ensure their records of the assessment are complete, legible, and accurate.
  
- Reliable**            The Assessor must ensure that they are making reliable and consistent assessment decisions across their learners and with other Assessors within the Centre. Assessment decisions must also be consistent over time and across academic/programme cycles. This can be supported by attending standardisation activities.
  
- Authentic**        Evidence presented must be the learner’s own work.

The evidence presented by the learner must be assessed by a suitably qualified assessor and then internal and external quality assurance procedures must be followed.

Suitable internal assessment methods include:

- Portfolio of evidence
- Case studies
- Professional discussions
- Interviews
- Assignments
- Practical Observations
- Projects
- Reports

### **External Assessment (externally set and internally assessed)**

These assessments are devised by NOCN. Once the learner has completed the task(s), they are to be assessed internally by appropriate centre staff. Appropriate internal and external quality assurance procedures must then be followed.

External Assessment (externally set and internally assessed) methods include:

- Case studies
- Professional discussions
- Interviews
- Assignments
- Practical Observations
- Workbooks

The assessment documents are available from NOCN on the vLearn platform, and they include all information needed by the learner to complete the tasks. The assessment decisions are to be recorded on the assessment documents.

### **External Assessment (externally set and externally assessed)**

These assessments are devised and assessed by NOCN. The assessments are designed to be taken on a computer using the NOCN online Assessment Platform, paper testing is also available in some circumstances.

External Assessment (externally set and externally assessed) methods include:

- Long and short answer response questions
- Case studies
- Multiple choice assessments

The tests are externally set and marked and consist of questions covering the Learning Outcomes and associated requirements for the units.

More details on each unit's assessment can be found in the Assessment section of the unit.

For further information on the invigilation, please refer to the Quality Assurance section in the Support section on the NOCN website or contact our Customer Services team.

## **2.4 Fair and Equitable Assessment**

Assessments are designed to be accessible and inclusive, and the assessment methodology is appropriate for individual assessment, giving due consideration to any assessment

requirements attached to individual components.

### 2.5 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments and Special Considerations Policy and Procedure** found on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Approval process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination, which will be reviewed by NOCN.

Please refer to the **NOCN Quality Assurance Manual** for further details.

### 2.6 Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and / or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university, and outside formal learning situations such as through life, employment, apprenticeships, and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

### 2.7 Assessment and Evidence for the Components

Assessment materials are only available to centres approved to deliver these units.

All current assessment materials are available from NOCN's vLearn platform. Existing centres have access to vLearn, new centres must contact the NOCN On-boarding Team. Centres must use current live assessment material, always download the most up-to-date version before a learner starts their assessment.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

<https://www.nocn.org.uk/support/nocn-support/quality-assurance/>

## 3. Centre Information

### 3.1 Required Resources for Delivering the Units

As part of the requirement to deliver these units there is an expectation that staff undertaking roles as part of the delivery and assessment of the unit(s) have a demonstrable level of expertise.

NOCN expects that Tutors and Assessors can demonstrate the following competencies.

#### 3.1.1 Tutor Requirements

- Be technically competent/subject matter experts, hold or be registered as working towards, a recognised education and training qualification, have experience of delivering training within this subject area. The minimum expectation is that the level of competence of the Tutor should be at the same level as the training that is to be delivered.

#### 3.1.2 Assessor Requirements

- Be technically competent, have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessing qualification. The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

#### 3.1.3 Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair, and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

NOCN expects that an Internal Quality Assurer can demonstrate the following competencies, they should:

- Have an understanding of the subject area, have experience in carrying out internal quality assurance activities and hold, or be registered as working towards, a recognised Internal Quality Assurance qualification. The minimum expectation is that the level of competence should be at the same level as the qualification being quality assured.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g., tutor, assessor, or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

Refer to the NOCN Quality Assurance Manual for further information on the Internal Quality Assurance process. This is available on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk) here: <https://www.nocn.org.uk/support/nocn-support/quality-assurance/quality-assurance-manual/>

### 3.1.4 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment, and quality assurance.

### 3.1.5 External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of recognised Centre approval status.

The External Quality Assurer will make regular visits to all centres. During these visits they will:

- Monitor the Centre's compliance with the Centre approval criteria by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners, and administrative staff.
- Review the standard of the Centre's assessment and internal quality assurance practices and decisions to determine whether all assessment requirements are met to support safe and valid claims for certification.

Refer to the **NOCN Quality Assurance Manual** for further information on the External Quality Assurance process.

## 3.2 Offering the Units

### Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering these units, please contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk), alternatively use Horizon to add qualification/units(s) to your Centre.

### New Centres

If you are interested in offering one or more of these units but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering the unit(s) please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

## 4. Component Information

NOCN's Green Skills Catalogue includes units from the following categories:

- Solar Energy
- Introduction to Energy Efficiency
- Energy Efficiency
- Retrofit
- Insulation

To achieve each unit a learner must provide evidence of learning and achievement against all the assessment requirements within the component. More information on the requirements, registration process and details can be found via the link below:

[Green Skills Units](#)



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