



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Level 3 Diploma for Civil Engineering Technicians

Qualification No: 610/3882/9

Operational Start Date: 1st August 2025

Version: 1

To know more about NOCN:

- Visit the NOCN website: 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 with 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:

www.nocn.org.uk/

Qualification at a Glance

| Title | Size |
|--|--|
| <p>NOCN Level 3 Diploma for Civil Engineering Technicians</p> | <p>GLH: 570 TQT: 960 Credit: 96</p> |
| Purpose | Target Audience |
| <p>The purpose of this qualification is to equip learners with the knowledge and understanding to progress employment or an apprenticeship as a civil engineering technician.</p> <p>Employment opportunities could include:</p> <ul style="list-style-type: none"> - Civil Engineering Technician - Junior / Site Technician - Design Technician | <p>This Level 3 qualification is primarily for learners aged 18 and above who want to continue their education and develop their knowledge/competencies and understanding of their role in Civil Engineering.</p> |
| Content Overview | Entry Requirements |
| <p>This Level 3 qualification provides learners with a range of knowledge and skills. Learners will develop an understanding of health and safety for working in the construction industry, gain an overview of how the construction industry works and, importantly, the underpinning knowledge related to Civil Engineering Technicians.</p> | <p>There are no formal entry requirements for learners undertaking these qualifications.</p> <p>These qualifications can be undertaken without any previous training or qualifications in this subject area, but a thorough initial assessment is advised.</p> |
| Assessment | Additional Resources |
| <p>There are a variety of assessment methods used in this qualification. Please see each unit for information on how it must be assessed.</p> | <p>Supporting resources are available for this qualification on NOCN's vLearn document manager (Hub)</p> |

Summary of changes

This section summarises the changes to the qualification specification since the last version.

| Version | Publication date | Summary of amendments (please add page numbers where changes can be found) |
|----------------|-------------------------|---|
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Overview of Qualification

This qualification is vocationally based and as such, offers the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge in Civil Engineering.

This qualification enables the learner to demonstrate and recognise their skills, knowledge and understanding enabling them to work as a Civil Engineering Technician within the construction industry.

This qualification supports the learner to attain enabling, fundamental and transferable practical skills with associated underpinning knowledge.

This qualification is mapped to the [Civil Engineering Technician occupational standard \(ST0091\)](#).

1.1 Entry Requirements

There are no formal entry requirements for learners undertaking this qualification.

Learners must be in a position to demonstrate the requirements of the qualification and have access to 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 this is an appropriate qualification and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

You do not need any prior qualifications to undertake this level 3 qualification. If you have already undertaken a level 2 qualification in a similar qualification or have relevant experience, you may already have the skills and knowledge required to undertake this qualification.

This qualification is available to learners aged **18** years or over.

1.2 Progression Routes

Achievement of this qualification confirms the learner has gained the knowledge and skills required to:

- gain employment in the Civil Engineering sector in a range of roles, e.g., Civil Engineering Technician, Junior Civil Engineering Technician, Junior Site Technician
- progress to the Civil Engineering Technician apprenticeship
- progress to higher level construction qualifications at level 4 or above.

Qualification Details

2.1 Qualification Structure

The NOCN Level 3 Diploma for Civil Engineering Technicians is a **96-credit** qualification with a Total Qualification Time (TQT) of 960 including **570** Guided Learning Hours (GLH).

Learners must complete all mandatory elements in this group.

| Unit | M/O | Level | Ofqual Unit Ref | Credits | GLH | Assessment |
|--|-----|-------|-----------------|---------|-----|---------------------------------------|
| Health, Safety, Welfare and the Environment in Civil Engineering | M | 3 | T/651/0571 | 6 | 30 | Technical Report |
| Project Management in Civil Engineering | M | 3 | A/651/0573 | 10 | 60 | Technical Report / Project plan |
| Using Digital Construction Technologies in Civil Engineering | M | 3 | D/651/0574 | 10 | 60 | Technical Report / BIM material |
| Mathematics for Civil Engineering | M | 3 | F/651/0575 | 10 | 60 | Technical Report |
| Principles of Site Engineering | M | 3 | H/651/0576 | 10 | 60 | Technical Report / Site plans |
| Material Science in Civil Engineering | M | 3 | J/651/0577 | 10 | 60 | Technical Report |
| Civil Engineering Design | M | 3 | K/651/0578 | 10 | 60 | Technical Report / Designs |
| Design and Drafting in Civil Engineering | M | 3 | L/651/0579 | 10 | 60 | Technical Report / Technical drawings |
| Sustainability and Renewable Energy in Civil Engineering | M | 3 | T/651/0580 | 10 | 60 | Technical Report |
| Water and Waste Management in Civil Engineering | M | 3 | Y/651/0572 | 10 | 60 | Technical Report / Drawings |

2.2 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>1. Guided Learning Hours (GLH):</p> <ul style="list-style-type: none"> • learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training • 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 | <ul style="list-style-type: none"> • Classroom-based learning supervised by a teacher • Work-based learning supervised by a teacher • Live webinar or telephone tutorial with a teacher in real time • E-learning supervised by a teacher in real time • All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training • Exam time |
| <p>2. Other Learning Hours (OLH):</p> <ul style="list-style-type: none"> • 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"> ○ preparatory work ○ self-study ○ any other form of education or training, including assessment | <ul style="list-style-type: none"> • Independent and unsupervised research/learning • Unsupervised compilation of a portfolio of work experience • Unsupervised e-learning • Unsupervised e-assessment • Unsupervised coursework • Watching a pre-recorded podcast or webinar • Unsupervised work-based learning |

2.3 Assessment and Evidence

The qualification consists of externally set and internally assessed units. To enable learners to demonstrate understanding of the interrelationships of topics within civil engineering, an assessment brief reflecting a real-life context and requirements of the workplace is provided. This brief allows learners to build on the key skills, knowledge and understanding developed and provides a real-world context to base their artefacts on.

2.3.1 External Assessment (externally set and internally assessed)

Learners will complete the assessment tasks to meet an assessment brief created by NOCN. Once they have completed the tasks they will be assessed internally by appropriate Centre staff.

Each unit has a range of tasks that must be completed. The tasks are designed to engage learners, providing an opportunity to demonstrate their grasp of the concepts covered, and the knowledge, understanding and skills developed.

The assessment methods for this qualification are holistic and summative, they are:

- Technical report
- Presentation
- Professional discussion.

Assessment brief

An assessment brief is provided for learners, reflecting a real-world scenario and enabling learners to draw on the learning outcomes and criteria within the qualification. The units are assessed individually; however, learners will collate their artefacts into a technical report, which will evidence their achievement of the learning outcomes and criteria specified within the qualification. Evidence not directly relevant to the brief supplied will be presented within the report appendices.

The assessment brief reflects the requirements of the workplace and allows learners to demonstrate their understanding of the interrelationships of the topics covered within the qualification through the production of a holistic, coherent body of work, the technical report, that draws on key skills, knowledge and behaviours gained through the programme of study. This approach allows learners to understand how different skills and knowledge interact with each other and support the production of a completed product or service and more reflects what is expected of the learner in the workplace.

Technical report

Learners will produce a technical report, drawing together key artefacts from each unit, presented in a holistic, professional way, reflecting workplace requirements. These artefacts will include project plans, designs, digital construction/building information modelling layouts, technical drawings, site plans, etc., and demonstrate learners' skills, knowledge and understanding in responding to and developing a solution to a set brief.

Learners will evaluate their artefacts by deciding which should be included within the main body of the technical report, showing their understanding of the interrelationships of each topic in addressing a real-world scenario. All other assessment products should be incorporated into the appendices of the report as supporting information.

Presentation

Once they have submitted their technical report, learners will take part in a presentation covering the technical project, exploring how the skills have been developed and used to respond to the brief.

Professional discussion

Following the presentation of the technical report and presentation learners will participate in a professional discussion drawing on the supporting evidence and underpinning knowledge included within the appendices of the technical report.

The professional discussion may be used to clarify or extract the learner's knowledge and understanding of any area not explicit within the technical report and presentation. This should be used only for those learners who, in the opinion of the Assessor, have not quite met the standards required for a pass grade. Any learner who has substantial missing content would be required to re-take the whole assessment.

Timescales

The assessment brief may be provided to students at the beginning of the programme of study to support planning and focus attention on interrelationships of the content. The assessment is expected to be completed at the end of the programme of study when full understanding of concepts and development of skills has been achieved. Learners should include evidence that demonstrates their grasp of crosscutting skills and knowledge such as project management, use of digital technologies, sustainability and renewable energy and health, safety, welfare, and the environment.

Learners will have **6 weeks** to complete the assessment, reflecting that set in the end-point assessment plan for the occupational standard. At the end of this 6-week assessment period learners will submit their report and present it. Assessors will ask questions pertinent to the report, drawing out additional knowledge and information to satisfy themselves that the learner has met the requirements of the brief.

Where learners are engaging with single units from the qualification these may be assessed on a standalone basis.

There is **no portfolio** requirement for the assessment of this qualification; however, learners are encouraged to complete a portfolio for their own reference to support reflections when creating and building their technical report. This could provide a learner with evidence of progress through the qualification.

Assessment materials are available from NOCN's vLearn document manager, for centres approved to deliver the qualification. Existing Centres have access to the vLearn document manager; new Centres must contact their NOCN Business Development Manager. Centres

must use current live assessment materials, downloading the most up-to-date version no more than 7 days before learners start their assessment. Centres must destroy any unused assessments and always download the latest version from the vLearn document manager before each assessment is taken.

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

www.nocn.org.uk/support/nocn-support/quality-assurance/

2.4 Marking internally assessed components

Once the learner has completed the tasks, they must be assessed internally by the appropriate centre staff. Assessors must justify their decisions using the marking guidance provided in the assessment materials once a learner has completed all elements of the assessment. The assessor must use the assessment materials provided to record their decision.

For each assessment task, the overall grade is calculated as shown below:

- Pass: the learner has demonstrated / evidenced all the 'pass' criteria given in the marking guidance
- Distinction: the learner has demonstrated / evidenced all the 'distinction' criteria (and all the 'pass' criteria).

Each assessment is weighted equally and receives an individual grading in line with the guidance given in the assessment methods.

A 'pass' is the minimum level of appropriate performance and cannot be awarded to a learner who has simply completed an assessment task. Students who do not satisfy the 'pass' criteria should be reported as a 'fail.'

2.4.1 Authenticity of student work

An assessor must assess only the learner's work that is authentic, i.e., the learner's own independent work. Prior to the assessment of a learner's work, the learner must authenticate their work by completing a declaration. The learner must sign the declaration to confirm that:

- all evidence submitted for that assignment is the student's own
- the learner understands that false declaration is a form of malpractice.

Assessors must ensure that the learner's work is their own by supervising them during the assessment period. However, assessors must ensure that they do not provide direct input, instructions or specific feedback that may compromise authenticity. If, during the assessment, an assessor suspects that there is work that is not authentic they must then take appropriate action, using the centre's policies for malpractice. Further guidance can be obtained from NOCN's Assurance Team.

2.4.2 Late submission / completion of assessments

Centres must have a policy regarding the late submission / completion of assessments that should be applied fairly to learners, who should be aware of the policy. It is important that clear deadlines are issued, but learners can be permitted extensions in extenuating circumstances. However, to maintain the fairness of assessments and to avoid advantaging or disadvantaging learners, there is a need to minimise the opportunity for learners to learn from others. Centres must apply their own policies to ensure comparability of assessment.

Centres may apply a penalty to assignments that are submitted beyond the published deadline, in line with their own policies, but when a late submission is permitted it should be assessed in the same way as any other. The same assessment criteria should be used, and feedback given in line with guidance given to all other submissions, with appropriate feedback and the cap applied at the end of the assessment process.

2.4.3 Making assessment decisions

Each assessment, and its component elements, receive individual grading in line with the guidance given in the assessment materials.

Assessors make judgements and decisions on assessments using the guidance provided in the assessment brief. The learner's work can be judged using all the relevant criteria at the same time. The assessor needs to make a decision against each criterion that evidence is present and sufficiently comprehensive. The assessment decisions are quality assured through internal and external quality assurance principles and the use of assessment boards in centres.

NOCN expects all centres to hold assessment boards for this qualification for standardisation and moderation purposes and to make recommendations on:

- The outcome, task and unit grades achieved by learners including standardisation and moderation.
- Identification of cases of plagiarism and cheating.
- Any extenuating circumstances.
- Referral and resubmissions for learner's work.

The Assessment Boards should include the centre's assessors and internal quality assurers, who have the following responsibilities:

- Assessors make the primary assessment decisions based on the guidance provided in the assessment briefs.
- Internal Quality Assurers (IQAs) oversee all assessment activity. They check that assessment decisions are valid. Often, IQAs are also assessors, but they cannot verify their own decisions.

The assessment board should be held at a minimum of once per year, and minutes, reports and decisions recorded as part of the quality control process.

2.4.4 Assessment process

The Assessment Board is the summative stage of the assessment process and centres need to plan the delivery and assessment of the qualification to ensure timely decisions can be made. The centre needs to include the following considerations in their planning of the assessment process:

- the time required for teaching and carrying out assessments.
- a schedule of deadlines for submission of assessments.
- assessment time for assessors to grade learner's work.
- training and standardisation for the assessors.
- creating a sampling plan that covers all assessments, assessors, and a range of learners.
- who the internal quality assurers will be for the assessments, and when this process needs to be completed.
- planned dates for learners to complete the external assessment
- how to schedule resubmissions.

2.4.5 Issuing assessment decisions and feedback

The final assessment decision should be issued to the learner once the assessment team has completed the assessment process. The result and feedback must be recorded in the relevant section of the assessment brief. The feedback to the learner must:

- include the final decision and how it has been reached by indicating how or where criteria have been met or not met.
- not provide feedback on how to improve evidence but can suggest how to improve in the future.

2.4.6 Resubmission opportunities

Resubmission is permitted for each of the internally marked unit assessments. However, only one resubmission is permitted per unit.

2.4.7 Repeating Units

If, after resubmission, a learner's work is still judged to be below the minimum pass criteria, the learner, at the discretion of the centre, may repeat the unit. In this case the learner must study the entire unit again. A unit can only be repeated once, and the repeated unit achievement is capped at pass only.

2.5 Grading

Assessment guidance is provided by NOCN to aid assessors with grading the learners' work. This includes grading descriptors that must be used to grade the learner's work.

Each unit is graded **Distinction / Pass / Fail**. The assessment decisions are quality assured internally within centres and then externally quality assured by the NOCN assurance team.

The learner’s result for each unit, listed above, must be entered into Quartzweb by the training provider using the following numerical grades listed below.

| Code | Grade | Grade begins at (marks) |
|------|--------------|-------------------------|
| N/A | Not Achieved | 0 |
| P | Pass | 1 |
| D | Distinction | 10 |

2.5.1 Overall Grading for the Qualification:

Once all the assessments have been completed, an overall mark will be determined by how many marks the learner has achieved, as per the table below.

Please note:

To achieve an overall Distinction, the learner must achieve a Distinction in **all** units.

If a learner fails to achieve a **minimum of a pass** in every unit, they will **not** achieve the qualification.

| Code | Grade | Grade begins at (marks) |
|------|--------------|-------------------------|
| N/A | Not Achieved | 0 |
| P | Pass | 10 |
| M | Merit | 64 |
| D | Distinction | 100 |

2.6 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.

2.7 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

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.

2.8 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

Centre Information

3.1 Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessing the qualification have a demonstrable level of expertise.

NOCN expects that Tutors and Assessors are able to 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 is able to 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 can be found on the NOCN website at www.nocn.org.uk

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. This can be found on the NOCN website at www.nocn.org.uk.

3.2 Offering the Qualification

3.2.1 Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk, alternatively use Horizon to add this qualification to your Centre.

3.2.2 New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN Centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

Component Information

The *NOCN Level 3 Diploma for Civil Engineering Technicians* qualification consists of Mandatory components. The qualification structure (**see section 2**) sets out the rules for achieving the qualification.

To achieve this qualification a learner must provide evidence of learning and achievement against all the assessment requirements within each of their chosen components.

A copy of all Mandatory components can be downloaded via the NOCN website.

[NOCN Level 3 Diploma for Civil Engineering Technicians](#)



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