

# Qualification specification

**NCFE Level 2 Certificate in Understanding  
Climate Change and Environmental Awareness  
QN: 603/5683/2**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Version X.X Month Year). Please check the NCFE website for the most recent version.

| Version | Publication date | Summary of amendments   |
|---------|------------------|---|
| v1.0    | June 2020        | First publication   |
| v1.1    | June 2022        | <p>Further information added to the <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p> |
| v1.2    | March 2023       | <a href="#">Progression</a> information amended to show relevant qualifications that the learner can progress on to.  |

## Introduction

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials

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## Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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| <b>Qualification summary</b>              |   |
|---|---|
| <b>Qualification title</b>                | NCFE Level 2 Certificate in Understanding Climate Change and Environmental Awareness  |
| <b>Qualification number (QN)</b>          | 603/5683/2  |
| <b>Aim reference</b>                      | 60356832  |
| <b>Total Qualification Time (TQT)</b>     | 160   |
| <b>Guided Learning Hours (GLH)</b>        | 110   |
| <b>Minimum age</b>                        | 14  |
| <b>Qualification purpose</b>              | This qualification is designed to provide learners with an introduction to the principles of climate change and environmental awareness. It will ensure learners understand the nature of climate change and the role they can play in helping to reduce carbon emissions. Through achieving the qualification, learners will gain the knowledge and understanding to act as drivers of positive change within the workplace and at home.   |
| <b>Aims and objectives</b>                | <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of environmental awareness and carbon footprint reduction associated with a wide range of workplaces and linked to the lifestyles of individuals</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge that is relevant, and can be applied, across a variety of sectors</li> </ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• become familiar with the basics of the environment and climate change</li> <li>• develop an understanding of environmental protection and the action that can be taken within the workplace to mitigate the damaging impact of industry on the environment</li> <li>• explore how the lifestyle of an individual can be environmentally detrimental, while offering an insight into ways to reduce their carbon footprint</li> </ul> |
| <b>Work/industry placement experience</b> | This is a knowledge only qualification. Work/industry placement experience is not required.   |
| <b>Rules of combination</b>               | Learners must achieve the 3 mandatory units.  |
| <b>Grading</b>                            | Achieved/Not Yet Achieved   |
| <b>Assessment method</b>                  | Internally assessed and externally quality assured portfolio of evidence.   |

|                               |   |
|-------------------------------|---|
| <b>Progression</b>            | Learners who achieve this qualification could progress to: <ul style="list-style-type: none"><li>• Level 3 Certificate in Championing Sustainability in the Workplace</li></ul> |
| <b>Regulation information</b> | This is a regulated qualification. The regulated number for this qualification is 603/5683/2.   |
| <b>Funding</b>                | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.  |

## **Entry guidance**

This qualification is designed for learners who would like to learn about the environment and climate change.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 14 or above to undertake this qualification.

There is no specific prior knowledge a learner must have for this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## **Achieving this qualification**

To be awarded this qualification, learners are required to successfully achieve all 3 mandatory units.

Please refer to the list of units on the following page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

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## Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/618/0573) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Mandatory units

|   | Unit number | Regulated unit number | Unit title   | Level | GLH |
|---|-------------|-----------------------|--|-------|-----|
| ★ | Unit 01     | K/618/0572            | Understand climate change, sustainability and environmental protection | 2     | 40  |
| ★ | Unit 02     | M/618/0573            | Understand industry and the environment                                | 2     | 20  |
| ★ | Unit 03     | T/618/0574            | Understand resource efficiency and waste management                    | 2     | 50  |

The units above may be available as stand-alone unit programmes. Please visit our website for further information.



## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE

Learners must be successful in **this** component to gain the Level 2 Certificate in Understanding Climate Change and Environmental Awareness.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. The Tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website

## Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

## Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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# Section 2

## Unit content and assessment guidance

### **Unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

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## Unit 01 Understand climate change, sustainability and environmental protection (K/618/0572)



|                              |  |
|------------------------------|--|
| <b>Unit summary</b>          | In this unit, learners will develop an understanding of climate change, sustainability and environmental protection. |
| <b>Guided learning hours</b> | 40   |
| <b>Level</b>                 | 2  |
| <b>Mandatory/optional</b>    | Mandatory  |

### Learning outcome 1

#### The learner will:

- 1 Understand the environment, the benefits and the challenges

#### The learner can:

- 1.1 Define the term 'environment'
- 1.2 Outline ways in which society depends on the environment
- 1.3 Describe the key challenges facing the environment

### Assessment guidance

| AC  | Assessment guidance  | Suggested assessment method  |
|-----|--|--|
| 1.1 | Learners must define the term 'environment'.   | <ul style="list-style-type: none"> <li>• discussion</li> <li>• report</li> <li>• questioning</li> </ul>  |
| 1.2 | Learners must outline the ways in which society depends on the environment, such as: <ul style="list-style-type: none"> <li>• ecosystem services</li> <li>• air/oxygen, water and food</li> <li>• food chains</li> </ul> | <ul style="list-style-type: none"> <li>• discussion</li> <li>• report</li> <li>• questioning</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 1.3 | Learners must describe the key challenges facing the environment, for example: <ul style="list-style-type: none"> <li>• climate change</li> <li>• resource depletion</li> <li>• pollution</li> </ul>                     | <ul style="list-style-type: none"> <li>• discussion</li> <li>• report</li> <li>• questioning</li> <li>• diagram</li> <li>• presentation</li> </ul> |

**Learning outcome 2****The learner will:**

2 Understand global warming and climate change

**The learner can:**

- 2.1 Define the term 'climate change'
- 2.2 Explain the causes of global warming
- 2.3 Outline the relationship between global warming, greenhouse effect and climate change
- 2.4 Outline the impact of global warming on the environment
- 2.5 Explain why the changing climate has had to be classed as an emergency

**Assessment guidance**

| AC  | Assessment guidance   | Suggested assessment method  |
|-----|---|--|
| 2.1 | Learners should define the term 'climate change'.   | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 2.2 | Learners should explain the causes of global warming, such as: <ul style="list-style-type: none"> <li>• natural:               <ul style="list-style-type: none"> <li>○ volcanos</li> <li>○ sunspots</li> <li>○ methane</li> </ul> </li> <li>• human-made:               <ul style="list-style-type: none"> <li>○ burning fossil fuels (for example, energy generation, transport, aviation)</li> <li>○ deforestation</li> <li>○ agriculture</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 2.3 | Learners should outline the relationship between global warming, the greenhouse effect and climate change.  | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> </ul>  |

| AC  | Assessment guidance  | Suggested assessment method  |
|-----|--|--|
| 2.4 | <p>Learners should outline examples of the impact of global warming on the environment, such as:</p> <ul style="list-style-type: none"> <li>• melting glaciers</li> <li>• sea level rise</li> <li>• drought</li> </ul>   | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 2.5 | <p>Learners should explain why the changing climate has been classed as an emergency, for example:</p> <ul style="list-style-type: none"> <li>• tipping points beyond the threshold of 1.5 degrees warming (above pre-industrial levels)</li> <li>• feedback loops such as forest fires releasing more carbon dioxide</li> <li>• carbon budgets</li> </ul> | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul> |

**Learning outcome 3****The learner will:**

**3** Understand sustainability and sustainable development

**The learner can:**

- 3.1** Define the terms 'sustainability' and 'sustainable development'
- 3.2** Describe the importance of sustainable development
- 3.3** Explain the roles of governments, individuals, organisations and non-governmental organisations (NGOs) in sustainable development
- 3.4** Describe the 3 pillars of sustainability
- 3.5** Outline a vision for a more sustainable future
- 3.6** Explain the barriers to a sustainable future

**Assessment guidance**

| AC  | Assessment guidance   | Suggested assessment method   |
|-----|---|---|
| 3.1 | Learners should define the terms 'sustainability' and 'sustainable development'.  | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> </ul>                         |
| 3.2 | Learners should describe the importance of sustainable development, for example: <ul style="list-style-type: none"> <li>• environmental protection</li> <li>• conservation of natural resources</li> <li>• stable economic growth</li> </ul>  | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> <li>• presentation</li> </ul> |
| 3.3 | Learners should explain the roles of governments, individuals, organisations and NGOs in sustainable development, for example: <ul style="list-style-type: none"> <li>• governments:               <ul style="list-style-type: none"> <li>○ develop sustainable development strategies</li> <li>○ develop and implement sustainable development policies</li> </ul> </li> <li>• NGOs:               <ul style="list-style-type: none"> <li>○ hold governments to account</li> <li>○ promote sustainable consumption</li> <li>○ help poor communities</li> </ul> </li> <li>• organisations:               <ul style="list-style-type: none"> <li>○ use environmentally friendly products</li> <li>○ adhere to sustainable development policy/regulation</li> <li>○ ensure corporate social responsibility (CSR)</li> </ul> </li> <li>• people:               <ul style="list-style-type: none"> <li>○ reduce resource consumption</li> <li>○ increase recycling</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> <li>• presentation</li> </ul> |

| AC  | Assessment guidance  | Suggested assessment method   |
|-----|--|---|
|     | <ul style="list-style-type: none"> <li>○ activism</li> </ul>   |   |
| 3.4 | <p>Learners should describe the 3 pillars of sustainability:</p> <ul style="list-style-type: none"> <li>● environment</li> <li>● social</li> <li>● economic</li> </ul>   | <ul style="list-style-type: none"> <li>● report</li> <li>● questioning</li> <li>● discussion</li> </ul>   |
| 3.5 | <p>Learners should outline a vision for a more sustainable future, which could include:</p> <ul style="list-style-type: none"> <li>● clean growth</li> <li>● low carbon careers/futures</li> <li>● renewable energy sources</li> </ul>   | <ul style="list-style-type: none"> <li>● report</li> <li>● questioning</li> <li>● discussion</li> <li>● presentation</li> <li>● case studies</li> </ul> |
| 3.6 | <p>Learners should explain the barriers to a sustainable future, for example:</p> <ul style="list-style-type: none"> <li>● environmental: <ul style="list-style-type: none"> <li>○ increased carbon emissions</li> <li>○ deforestation</li> </ul> </li> <li>● social: <ul style="list-style-type: none"> <li>○ population growth</li> <li>○ poverty</li> <li>○ unsustainable consumption</li> </ul> </li> <li>● economic: <ul style="list-style-type: none"> <li>○ cost of sustainability</li> <li>○ focus on economic growth</li> <li>○ corruption</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● report</li> <li>● questioning</li> <li>● discussion</li> <li>● presentation</li> </ul>                         |



**Unit 02 Understand industry and the environment (M/618/0573)**



|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit allows learners to develop an understanding of the roles that business and industry play in protecting the environment. |
| <b>Guided learning hours</b> | 20  |
| <b>Level</b>                 | 2   |
| <b>Mandatory/optional</b>    | Mandatory   |

**Learning outcome 1**

**The learner will:**

- 1 Understand the role of industry in protecting the environment

**The learner can:**

- 1.1 Identify industrial sectors that have a significant impact on the environment
- 1.2 State the business case for environmental protection
- 1.3 Outline principles of environmental protection
- 1.4 Outline environmental legislation
- 1.5 Identify tools or frameworks that organisations can use to protect the environment
- 1.6 Define the term 'pollution'
- 1.7 Describe examples of pollution control measures

**Assessment guidance**

| AC  | Assessment guidance  | Suggested assessment method  |
|-----|--|--|
| 1.1 | Learners should identify examples of industrial sectors that have a significant impact on the environment, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• hospitality</li> <li>• fashion</li> </ul>                        | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 1.2 | Learners should state the business case for environmental protection, which could include: <ul style="list-style-type: none"> <li>• customer/stakeholder expectations</li> <li>• compliance with legislation</li> <li>• financial savings</li> </ul> | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• presentation</li> <li>• report</li> </ul>                    |
| 1.3 | Learners should outline the principles of environmental protection, which could include: <ul style="list-style-type: none"> <li>• duty of care</li> <li>• hierarchy approach</li> <li>• polluter pays principle</li> </ul>                           | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• presentation</li> </ul>                    |

| AC  | Assessment guidance   | Suggested assessment method   |
|-----|---|---|
| 1.4 | <p>Learners should outline the sources of environmental legislation, which could include UK and international examples, such as:</p> <ul style="list-style-type: none"> <li>• UK: <ul style="list-style-type: none"> <li>○ Environmental Protection Act 1990</li> <li>○ Climate Change Act 2008</li> </ul> </li> <li>• international: <ul style="list-style-type: none"> <li>○ Kyoto Protocol 1997</li> <li>○ Paris Agreement 2015</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• presentation</li> </ul> |
| 1.5 | <p>Learners should identify tools or frameworks that organisations can use to protect the environment, for example:</p> <ul style="list-style-type: none"> <li>• Environmental Management System (EMS)</li> <li>• environmental auditing</li> <li>• United Nations Sustainable Development Goals (SDGs)</li> </ul>  | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• presentation</li> <li>• report</li> </ul> |
| 1.6 | <p>Learners should define the term 'pollution'.</p>   | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> </ul>                         |
| 1.7 | <p>Learners should describe at least 3 examples of pollution control measures, for example:</p> <ul style="list-style-type: none"> <li>• take hierarchy approach and prevent pollution where possible (eliminate, reduce, render harmless)</li> <li>• ensure staff competency by providing training and enhancing awareness (for example, what can/cannot be poured down a drain)</li> <li>• store waste and materials to prevent escape</li> </ul>       | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> </ul>      |

**Unit 03 Understand resource efficiency and waste management (T/618/0574)**

|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit will help learners develop an understanding of how to reduce environmental impact by more efficient use of resources. |
| <b>Guided learning hours</b> | 50  |
| <b>Level</b>                 | 2   |
| <b>Mandatory/optional</b>    | Mandatory   |

**Learning outcome 1****The learner will:**

- 1 Understand how to reduce the environmental impact of organisations and individuals

**The learner can:**

- 1.1 Define the term 'waste'  
 1.2 Define the term 'resource efficiency'  
 1.3 Describe the impacts of resource consumption and waste disposal on the environment  
 1.4 Outline the steps of the waste hierarchy  
 1.5 List the different types of waste classification in legislation  
 1.6 Identify the types of recyclable waste streams  
 1.7 Explain the different types of symbols for recycling  
 1.8 Outline the different recycling schemes  
 1.9 Describe actions an organisation could take to reduce consumption  
 1.10 Describe actions an organisation could take to reduce waste  
 1.11 Outline the actions an individual could take to reduce consumption and waste disposal

**Assessment guidance**

| AC  | Assessment guidance  | Suggested assessment method   |
|-----|--|---|
| 1.1 | Learners should define the term 'waste'.   | <ul style="list-style-type: none"> <li>discussion</li> <li>questioning</li> <li>report</li> </ul>   |
| 1.2 | Learners should define the term 'resource efficiency'.   | <ul style="list-style-type: none"> <li>discussion</li> <li>questioning</li> <li>report</li> </ul>   |
| 1.3 | <p>Learners should describe the impacts of resource consumption and waste disposal on the environment, for example:</p> <ul style="list-style-type: none"> <li>resource depletion</li> <li>plastic waste impacts on marine life</li> <li>Great Pacific Garbage Patch case study</li> </ul> | <ul style="list-style-type: none"> <li>case studies</li> <li>questioning</li> <li>report</li> <li>discussion</li> <li>presentation</li> </ul> |

| AC   | Assessment guidance  | Suggested assessment method  |
|------|--|--|
| 1.4  | Learners should outline the steps of the waste hierarchy.  | <ul style="list-style-type: none"> <li>• diagram</li> <li>• questioning</li> <li>• report</li> <li>• discussion</li> <li>• presentation</li> </ul> |
| 1.5  | Learners should list at least 2 different types of waste classification in legislation.  | <ul style="list-style-type: none"> <li>• diagram</li> <li>• questioning</li> <li>• report</li> <li>• discussion</li> <li>• presentation</li> </ul> |
| 1.6  | Learners should identify at least 3 types of recyclable waste streams.   | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 1.7  | Learners should explain the meaning of at least 3 symbols for recycling, such as: <ul style="list-style-type: none"> <li>• mobius loop</li> <li>• plastics</li> <li>• glass</li> </ul>   | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 1.8  | Learners should outline at least 2 different recycling schemes, for example: <ul style="list-style-type: none"> <li>• kerbside sort</li> <li>• two/twin/dual-stream</li> <li>• co-mingled</li> </ul>   | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 1.9  | Learners should describe at least 3 examples of actions an organisation could take to reduce consumption, for example: <ul style="list-style-type: none"> <li>• reducing the amount of single use packaging</li> <li>• not providing paper copies of communication</li> <li>• careful ordering of stock</li> </ul> | <ul style="list-style-type: none"> <li>• case studies</li> <li>• questioning</li> <li>• report</li> </ul>  |
| 1.10 | Learners should describe at least 3 examples of actions an organisation could take to reduce waste, such as: <ul style="list-style-type: none"> <li>• reuse packaging (for example, boxes, pallets) and office supplies (for example, folders)</li> <li>• remove plastic cups from water cooler</li> </ul>         | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> <li>• diagram</li> <li>• presentation</li> </ul> |

| AC   | Assessment guidance   | Suggested assessment method  |
|------|---|--|
|      | <ul style="list-style-type: none"> <li>• donate unused products/materials to other organisations for use</li> </ul>                         |  |
| 1.11 | Learners should outline at least 3 actions the individual could take to reduce the impact of their resource consumption and waste disposal. | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul> |

**Learning outcome 2****The learner will:**

- 2 Understand how to reduce energy consumption and carbon emissions

**The learner can:**

- 2.1 Identify non-renewable sources of energy  
 2.2 Identify renewable sources of energy  
 2.3 Explain the advantages and disadvantages of different sources of energy  
 2.4 Outline the business case for energy efficiency  
 2.5 Define the term 'carbon footprint'  
 2.6 Describe ways to reduce the energy consumption and carbon footprint of a typical organisation  
 2.7 Describe ways to reduce an individual's carbon footprint

**Assessment guidance**

| AC  | Assessment guidance  | Suggested assessment method  |
|-----|--|--|
| 2.1 | Learners should identify at least 3 examples of non-renewable sources of energy.   | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> </ul>  |
| 2.2 | Learners should identify at least 3 examples of renewable sources of energy.   | <ul style="list-style-type: none"> <li>• diagram</li> <li>• questioning</li> <li>• report</li> <li>• discussion</li> <li>• presentation</li> </ul> |
| 2.3 | Learners should explain the advantages and disadvantages of at least 2 examples of sources of energy, for example: <ul style="list-style-type: none"> <li>• fossil fuel power stations</li> <li>• nuclear fuel power stations</li> <li>• renewable energy</li> </ul> | <ul style="list-style-type: none"> <li>• diagram</li> <li>• questioning</li> <li>• report</li> <li>• discussion</li> <li>• presentation</li> </ul> |
| 2.4 | Learners should outline the business case for energy efficiency, which could include the following aspects: <ul style="list-style-type: none"> <li>• financial</li> <li>• legal</li> <li>• moral</li> </ul>  | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul> |
| 2.5 | Learners should define the term 'carbon footprint'.  | <ul style="list-style-type: none"> <li>• report</li> <li>• questioning</li> <li>• discussion</li> </ul>  |

| AC  | Assessment guidance  | Suggested assessment method  |
|-----|--|--|
| 2.6 | <p>Learners should describe examples of actions to reduce the energy consumption and carbon footprint of a typical organisation, for example:</p> <ul style="list-style-type: none"> <li>• eliminate use of some processes which use energy</li> <li>• install renewables on site (for example, solar, wind, geothermal)</li> <li>• reduce impact of travel (for example, fly less, car share, electric vehicles)</li> </ul> | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• presentation</li> </ul>                    |
| 2.7 | <p>Learners should describe examples of actions to reduce their personal carbon footprint, such as:</p> <ul style="list-style-type: none"> <li>• reduce flights (for example, holidays)</li> <li>• turn down the thermostat at home</li> <li>• install smart meters</li> </ul>   | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul> |

**Learning outcome 3****The learner will:**

**3** Understand water efficiency

**The learner can:**

- 3.1** Explain how human activity impacts water quality and availability
- 3.2** Outline the business case for water management and efficiency
- 3.3** Outline actions an organisation could take to reduce water consumption
- 3.4** Outline actions an individual could take to reduce water consumption

**Assessment guidance**

| AC  | Assessment guidance   | Suggested assessment method  |
|-----|---|--|
| 3.1 | <p>Learners should explain how human activity impacts water quality and availability, for example:</p> <ul style="list-style-type: none"> <li>• water is a precious resource (resource scarcity)</li> <li>• decreasing water quality worldwide</li> <li>• damages fresh and marine ecosystems and organisms</li> </ul>  | <ul style="list-style-type: none"> <li>• diagram</li> <li>• questioning</li> <li>• discussion</li> <li>• report</li> <li>• case studies</li> <li>• presentation</li> </ul> |
| 3.2 | <p>Learners should outline the business case for water management and efficiency, which could include the following factors:</p> <ul style="list-style-type: none"> <li>• moral: <ul style="list-style-type: none"> <li>○ water scarcity</li> <li>○ water quality</li> <li>○ climate change</li> </ul> </li> <li>• financial: <ul style="list-style-type: none"> <li>○ water supply</li> <li>○ disposal costs</li> </ul> </li> <li>• legal: <ul style="list-style-type: none"> <li>○ pollution prevention</li> <li>○ abstraction</li> </ul> </li> <li>• supports Environmental Management System (EMS)</li> </ul> | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul>                         |
| 3.3 | <p>Learners should outline actions an organisation could take to reduce water consumption, for example:</p> <ul style="list-style-type: none"> <li>• increased staff competency and awareness</li> <li>• eliminate use of some processes</li> <li>• fix leaks</li> </ul>  | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> <li>• diagram</li> <li>• presentation</li> </ul>                         |
| 3.4 | <p>Learners should outline actions an individual could take to reduce their water consumption, such as:</p> <ul style="list-style-type: none"> <li>• install water meter</li> </ul>   | <ul style="list-style-type: none"> <li>• discussion</li> <li>• questioning</li> <li>• report</li> </ul>  |



| AC | Assessment guidance  | Suggested assessment method  |
|----|--|--|
|    | <ul style="list-style-type: none"><li>• fix leaks</li><li>• install low flush toilet</li></ul> | <ul style="list-style-type: none"><li>• diagram</li><li>• presentation</li></ul> |

# Section 3

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

|   |   |
|---|---|
| <b>Apply</b>                                  | Link existing knowledge to new or different situations.   |
| <b>Assess</b>                                 | Consider information in order to make decisions.  |
| <b>Classify</b>                               | Organise according to specific criteria.  |
| <b>Compare</b>                                | Examine the subjects in detail looking at similarities and differences.   |
| <b>Define</b>                                 | State the meaning of a word or phrase.  |
| <b>Demonstrate</b>                            | Show an understanding of the subject or how to apply skills in a practical situation.   |
| <b>Describe</b>                               | Write about the subject giving detailed information.  |
| <b>Differentiate</b>                          | Give the differences between two or more things.  |
| <b>Discuss</b>                                | Write an account giving more than one view or opinion.  |
| <b>Distinguish</b>                            | Show or recognise the difference between items/ideas/information.   |
| <b>Estimate</b>                               | Give an approximate decision or opinion using previous knowledge.   |
| <b>Explain</b>                                | Provide details about the subject with reasons showing how or why. Some responses could include examples.   |
| <b>Give (positive and negative points...)</b> | Provide information showing the advantages and disadvantages of the subject.  |
| <b>Identify</b>                               | List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).                                 |
| <b>Illustrate</b>                             | Give clear information using written examples, pictures or diagrams.  |
| <b>List</b>                                   | Make a list of key words, sentences or comments that focus on the subject.  |
| <b>Plan</b>                                   | Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format. |
| <b>Perform</b>                                | Do something (take an action/follow an instruction) which the question or task asks or requires.  |
| <b>Provide</b>                                | Give relevant information about a subject.  |
| <b>Reflect</b>                                | Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.                            |

|               |   |
|---------------|---|
| <b>Select</b> | Choose for a specific purpose.  |
| <b>Show</b>   | Supply sufficient evidence to demonstrate knowledge and understanding.                    |
| <b>State</b>  | Give the main points clearly in sentences.  |
| <b>Use</b>    | Take or apply an item, resource or piece of information as asked in the question or task. |

# Section 4

## Additional information

## **Additional information**

### **Resource requirements**

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

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### **Support for learners**

#### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL – you can devise your own evidence-tracking document instead.

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### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

### **Third-party products**

Products to support the delivery of this qualification are offered by the following third-party supplier:

- Learning Curve Group

For more information about these resources and how to access them, please visit the NCFE website.

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