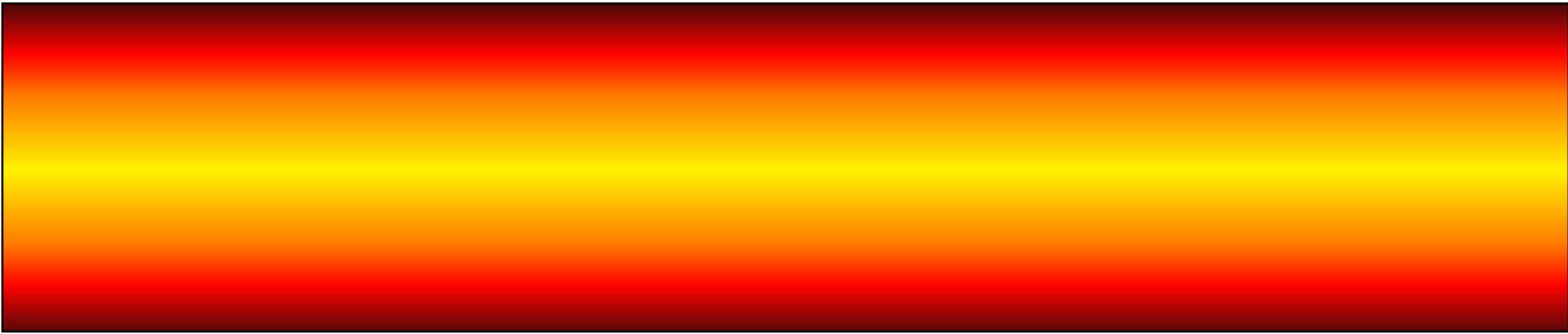




Engineering Construction Industry Training Board

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Qualification Information Booklet
Level 2 Certificate
in an Introduction to the Energy
Industry

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Introduction

This booklet has been developed to provide anyone considering the ECITB Level 2 Certificate in an Introduction to the Energy Industry with an introduction to the award currently available through ECITB. This booklet contains a copy of the QCF units within the Introduction to the Energy Industry qualification as well as a summary of the way in which QCF qualifications are constructed; what the process is in achieving the ECITB qualification; and how it is assessed.

Should you have any queries, or require any further information regarding the awards offered by ECITB please contact the Awards and Qualifications Administrator at:

HEAD OFFICE ADDRESS	CONTACT DETAILS
ECITB Blue Court Church Lane Kings Langley Hertfordshire WD4 8JP	Tel: 01923 260000 e-mail: nsvq@ecitb.org.uk website: www.ecitb.org.uk

1. What is an ECITB QCF qualification?

ECITB Qualification Credit Framework qualifications (QCF) are vocational qualifications which are based on the National Occupational Standards (NOS) of that particular sector of industry. NOS are developed by employers and professional bodies in conjunction with the Standard Setting Body and describe what is meant by occupational competence within a particular job role.

All QCF qualifications are structured in such a way that they can be broken down into the following common parts:

- Units;
- Level;
- Credit value;
- Learner outcomes;
- Assessment criteria;
- Assessment requirements.

Each of these parts is further described below.

Units	A qualification is divided into units, each of which describes an activity which the candidate will be expected to perform competently.
Level	The level represents the complexity, autonomy and/or range of achievement expressed within the unit.
Credit value	The credit value represents the learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
Learner outcomes	Learner outcomes set out what a candidate is expected to know, understand or be able to do as the result of a process of learning.
Assessment Criteria	The assessment criteria within a unit specifies the standard a candidate is expected to meet to demonstrate that the learning outcomes have been achieved.
Assessment requirements	Details any requirements about the way a unit must be assessed.

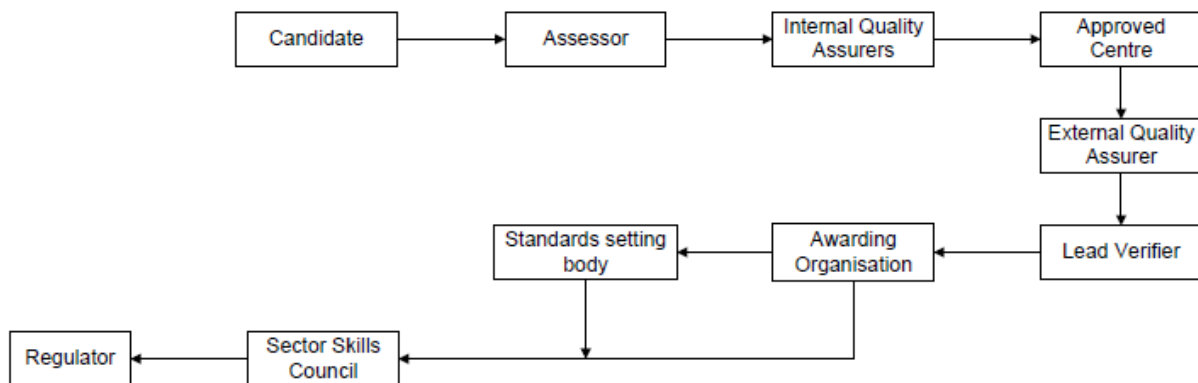
1.1 What is the process involved in achieving a QCF qualification?

Once a candidate has been registered with the awarding organisation, in this case ECITB Awards and Qualifications, they will be ready to begin working towards their qualification. They will then be introduced to the assessor who will offer support and guidance as the candidate progresses through the stages of the qualification. The Assessor will firstly introduce the candidate to the other key members of the qualification system. These will include:

- Internal Quality Assurer
- Approved Centre
- Centre Co-ordinator
- External Quality Assurer
- Lead Verifier
- Awarding Organisation
- Standard Setting Body
- Regulator (Office of Qualifications and Examinations Regulation (Ofqual)).

The Assessor will also explain what roles each of these key members will play in assuring the quality of the qualifications system. This is vitally important as it helps to ensure that the assessment of qualifications is valid and reliable and that certificates are only awarded to those candidates who do successfully meet the standards required.

The diagram below illustrates the flow of information between each of the key members.



The following tables summarise the roles which each of the key members perform in quality assuring the regulated qualifications systems, including N/SVQs.

Who's who	What is their role?
<p>Candidates Individuals seeking validation for their achievements and competence.</p>	<ul style="list-style-type: none"> • Show they can perform to the units of assessment in order to be awarded credit, counting towards a Qualification and demonstrate the specified knowledge, understanding and skills. • Take some responsibility for the quality of evidence provided to assessors.
<p>Assessors Nominated by an approved centre and approved by an awarding organisation to assess a candidate's evidence. In direct contact with candidates.</p>	<ul style="list-style-type: none"> • Judge candidates' evidence against the units of assessment. • Advise candidates on opportunities to collect evidence. • Ensure that the evidence provided is current. (Up to and including the two year period prior to the portfolio completion date for any unit or qualification) • Decide whether the candidate has demonstrated competence, give feedback on the decision and record it. • Ensure that their assessment practice meets awarding organisation guidance and national standards.
<p>Internal Quality Assurers Nominated by an approved centre and approved by an awarding organisation to ensure consistency and quality of assessment.</p>	<ul style="list-style-type: none"> • Work with assessors to ensure the quality and consistency of assessment. • Sample candidate assessments to ensure consistent assessment. • Ensure that assessment and verification records and documents are fit for purpose and meet awarding organisation requirements. • Ensure that requests for certificates to the awarding organisation are based on assessments of consistent quality. • Provide support and guidance for the centre's assessors.
<p>Approved Centre Co-ordinators Point of contact for awarding bodies. May take on some Internal Quality Assurer functions, particularly relating to administration.</p>	<ul style="list-style-type: none"> • Act as a contact for the awarding organisation and the External Quality Assurer. • Ensure that there are accurate assessment and verification records for the qualification. • Request certificates and credits from the awarding organisation.
<p>Approved Centres Organisations approved by awarding bodies to assess and verify qualifications.</p>	<ul style="list-style-type: none"> • Comply with regulatory requirements. • Manage assessment and verification on a day-to-day basis. • Have effective assessment practices and internal verification procedures. • Meet awarding organisation requirements for qualification delivery. • Have sufficient competent Assessors and Internal Quality Assurers with enough time and authority to carry out their roles effectively.
<p>Lead Quality Assurer Appointed by the ECITB awarding organisation to manage teams of External Quality Assurers (EQA)</p>	<ul style="list-style-type: none"> • Manage the workload and monitor performance of the External Quality Assurers. • Provide advice and guidance to External Quality Assurers. • Carry out all new centre approvals. • Approve post approval monitoring reports and ensure all actions are implemented. • Approve any recommendations for sanctions on centres. • Resolve disputes. • Approve recommendations for appointment of new assessors and Internal Quality Assurers.

<p>External Quality Assurers Appointed by the ECITB awarding organisation to monitor the work of approved centres. Act as key link between the awarding organisation and approved centres. Hold V2 and A1 or appropriate qualification as agreed with the regulators. Work to the ECITB Code of Practice.</p>	<ul style="list-style-type: none"> • Make sure that decisions on competence are consistent across centres. • Make sure that the quality of assessment and verification meets national standards. • Sample candidate assessments and monitor assessment and verification practices in centres, including interviews with assessors and Internal Quality Assurers and candidates. • Provide advice, guidance and feedback to centres. • Make regular visits to centres and assessment locations. • Ensure that their own verification practice meets V2 and A1 or appropriate qualification as agreed with the regulators.
<p>Awarding Organisations An organisation approved by the regulators to award qualifications.</p>	<ul style="list-style-type: none"> • Ensure the quality and consistency of assessment for qualifications nationally. • Produce guidance for centres. • Appoint, support and develop External Quality Assurers, allocate them to centres and monitor their work. • Approve and monitor centres against the approved centre criteria. • Award credit. • Collect information from centres to inform national decisions about qualification delivery. • Provide information to the regulators.
<p>Standards Setting Bodies (SSB) Develop the national occupational standards on which qualifications are based.</p>	<ul style="list-style-type: none"> • Work with industry to develop national occupational standards. • Work with awarding bodies to produce assessment strategies. • Provide information about, and clarification of, the national occupational standards.
<p>Sector Skills Councils (SSC)</p>	<ul style="list-style-type: none"> • Accredit qualifications put forward by awarding organisations if they meet the published criteria.
<p>Ofqual Ofqual is the regulator of qualifications, test and examinations in England, Wales and Northern Ireland.</p>	<ul style="list-style-type: none"> • Ensure that organisations that offer and deliver qualifications (awarding organisations) have good systems in place, and that they are held to account for their performance. • Ensure that all qualifications offered by awarding organisations are fair and are comparable with other qualifications. • Ensure that standards in qualifications, exams and tests are monitored and the findings are reported. • Ensure that there is fair access to qualifications for all candidates. • Ensure the quality of marking of exams, tests and other assessments is high, so that learners get the results they deserve. • Ensure that the qualifications market provides value for money and meets the needs of learners and employers. • Ensure that debate about important topics, such as standards of exams and qualifications, is encouraged.

1.2 What will be assessed?

Once the candidate has decided with the Assessor which route they will take through the qualification, i.e. the units they will work towards, they are ready to begin assessment. Broadly speaking two aspects of the candidate's working practice will be assessed: their performance; and their knowledge and understanding. The Assessor will work with the candidate to plan how, when and where evidence will be gathered to cover these aspects.

1.3 How will assessment take place?

There are a variety of methods through which evidence of the candidate's knowledge and understanding can be gathered;

- Direct observation of the candidate's performance by the Assessor.
- Testimony from a witness such as a candidate's colleague, this is also observation of the candidate.
- Documentary evidence (*such as assignments and presentations etc.*) which relate to work successfully completed by the candidate.
- Questioning of the candidate to establish knowledge and understanding requirements.

These options give an assessor and the candidate some flexibility in how they are able to prove knowledge and understanding. However, some of these assessment methods are less reliable and as such their use may be limited within the qualification.

1.4 Assessment of candidates with particular assessment requirements

Equal Opportunities, Reasonable Adjustments and Special Considerations.

Access to Fair Assessment

ECITB Awards & Qualifications requires approved centres to demonstrate a clear commitment to access to fair assessment, equal opportunities, reasonable adjustments and special considerations and to operate a Fair Assessment Policy in all matters concerning the assessment of candidates for the award of Qualifications and/or certificates or unit credits and in any appeals against approved centre decisions.

The policy must take account of full current legislation in the area of access to fair assessment and equal opportunities.

The approved centre must ensure that relevant staff in the assessment team receives training in the relevant sections of current legislation and that sufficient and appropriate information with regard to the content of this procedure is passed to all members of the approved centre assessment team. The approved centre must maintain records of assessment and verification decisions, which demonstrate that:

Assessment decisions only discriminate between candidates on the basis of the competence defined by the National Occupational Standards specified in the qualification.

Assessment judgements are made regardless of race, gender, disability, nationality, religion, age, sexual orientation, family status or any other irrelevant factor.

Arrangements for candidates with particular assessment requirements

Principles

Approved centres must ensure that there are no unnecessary barriers to assessment, which prevent candidates from effectively demonstrating their attainment. Arrangements for candidates with particular assessment requirements (special arrangements) must also ensure that such candidates are not given, or do not appear to be given, an unfair advantage. Special arrangements are generally not appropriate where the candidate's particular difficulty directly affects performance in the actual attributes that are the focus of assessment.

Approved centres must make special arrangements according to the needs of the individual candidate, reflecting the candidate's usual method of working, the assessment requirements as set out in the specification and any guidelines set down by the regulatory authorities. Any special arrangements must ensure that the validity, reliability and integrity of the assessment are preserved and that certificates accurately reflect candidate attainment.

Approved centres are only required to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. As stated above the NOS must be taken into consideration, as must any safety and health implications.

There are two ways in which access to fair assessment can be maintained

1. Through reasonable adjustments.
2. Through special consideration.

Reasonable Adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability that places the candidate at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- Changing standard assessment arrangements, for example allowing candidates extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in Braille.
- Providing access facilitators during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

Reasonable adjustments will not be taken into consideration during the assessment of the candidates work.

Special Consideration

Special consideration is given following an assessment to candidates who are present for the assessment but may have been disadvantaged by temporary illness, injury or adverse circumstances, which arose at or near the time of assessment.

Special consideration should not give the candidate an unfair advantage neither should its use cause the user of the certificate to be misled regarding a candidate's achievements. The candidate's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Where an assessment requires a competence, criteria or standard to be met fully, it may not be possible to apply special consideration. In some circumstances it may be more appropriate to offer the candidate an opportunity to retake the assessment at a later date or to extend the registration period so that the candidate has more time to complete the assessment activity.

Approved centres must make provision for special consideration to ensure that candidates who suffer temporary illness, injury or indisposition at the time of assessment are treated fairly. Such assessment should be made available to the candidate as soon as is reasonably practical within the guidelines of access to fair assessment. Where this is not possible, the awarding organisation will consider each individual case for special consideration, identifying the minimum requirements for an award to be made.

Procedures

Approved centre assessment team members should refer to the written procedures provided within the ECITB Awards & Qualifications Quality Assurance Procedures Manual for further guidance and information or to their own Approved Centre Operations Manual.

Monitoring and Reporting

The awarding organisation will monitor, evaluate and report annually on the use of special arrangements by its approved centres. Relevant data will be shared with the regulatory authorities on request.

1.5 Credit

Credit is awarded to candidates for the successful achievement of the learning outcomes of a unit. The number of credits awarded will be the same as the value of the achieved unit. It is not possible for some credit to be achieved for partial completion of a unit or for candidates be awarded credit when all learning outcomes are not achieved by virtue of any 'compensation' for stronger performance in other areas of learning/achievement.

Credit accumulation is the term used to describe the process of putting a combination of credits to meet the achievement requirements of a qualification. The rules of combination for a qualification determine the requirements for achievement of credits through particular units. Awarding Organisations award qualifications based on this process.

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. Credits can only be transferred between qualifications and awarding organisations subject to the rules of combination for the receiving qualification.

1.6 Rules of Combination

Rules of combination specify the credits that need to be achieved, through completion of particular units, for a qualification to be awarded. All accredited qualifications within the QCF must have a set of rules of combination. Rules of combination set out the credit value of the qualification, credits from mandatory units and credits from optional units, credits from equivalent units and exemptions along with time limits on the process of credit accumulation or exemptions.

Exemptions are detailed within the rules of combination, exemptions set out any exemption from the requirement to achieve credit for units that candidates can claim, based on certificated achievement outside the QCF deemed to be of equivalent value to a QCF unit or units.

Time limits on the process of credit accumulation or exemptions are set out for each QCF unit within the rules of combination. ECITB QCF units have a time limit of 24 months from achievement for use within a QCF qualification.

1.7 Career development within the engineering construction industry

The ECITB's Apprenticeship programme is its main vehicle for recruiting and training young people to meet the future skills requirements of the industry. Qualifications at Levels 2 and 3 are often an integral part of this scheme.

The ECITB provides an alternative training route towards qualifications for those who have not completed an apprenticeship but seek to have their competence validated. Information on this scheme is available on request from ECITB offices.

For more information about career progression you can go to the ECITB website.

2. Qualification Structure

2.1 Level 2 Certificate in an Introduction to the Energy Industry

To achieve this qualification, candidates must attain a minimum of 19 credits made up of:

- all SIX of the Mandatory Units (19 credits)

Unit Ref. Number	Unit Title	Level	Credit
Energy – UA 1	Energy: An Introduction	2	4
Energy – UA 2	Energy: Conventional Technologies and The Grid	2	2
Energy – UA 3	Energy: Oil/Gas Extraction	2	3
Energy – UA 4	Energy: Offshore Wind Energy Awareness	2	4
En 01	An Introduction to the Nuclear Energy Generating Industry	2	5
Y/602/5936	Career Development and Employability	1	1

2.2 Unit summaries

Unit Energy – UA 1: Energy: An Introduction

An Introduction Unit has been designed to provide candidates with an introduction to power generation systems that produce heat or electricity as an output. Candidates will be introduced to a large range of energy systems, from large power stations/systems which feed into the national grid to small renewable energy systems (microgeneration systems) which mostly give energy to domestic buildings.

Unit Energy – UA 2: Energy: Conventional Technologies and The Grid

The Energy: Conventional Technologies and the Grid Unit has been designed to provide candidates with an introduction to the size and relevance of the conventional energy power generation sector in the UK, and how the national grid is used to transmit this electrical power to the domestic market. Issues that arise from these generation and transmission technologies are also investigated.

Unit Energy – UA 3: Energy: Oil/Gas Extraction

The Energy: Oil/Gas Extraction Unit has been designed to provide candidates with an in-depth understanding of an energy source which is important to the UK economy. It introduces the history of how the raw fuel is formed, the equipment required to extract it, and how it is controlled from the platform into the pipelines.

Unit Energy – UA 4: Energy: Offshore Wind Energy Awareness

The Offshore Wind Energy Awareness Unit has been designed to provide candidates with an introduction to the Offshore Wind Industry. The Unit provides candidates with an understanding of why the industry exists, the range of engineering required within the industry and elements of how the industry operates in a difficult working environment.

En 01: An Introduction to the Nuclear Energy Generating Industry

The Introduction to the Nuclear Energy Generating Industry unit provides candidates with an understanding of the nature and scale of the nuclear industry and the legislative environment in which it operates. It also introduces candidates to some technical aspects of the industry.

Y/602/5936: Career Development and Employability

The Career Development and Employability Unit is designed to provide candidates with an understanding of the structure and purpose of careers and their development. They will learn why a focussed career is important, what and how their personal qualities contribute to establishing and developing their career and in identifying positive and negative qualities how these can increase or decrease their potential employability.

3. Level 2 Certificate in an Introduction to the Energy Industry QCF Units

Energy – UA 1: Energy: An Introduction

Title	Energy: An Introduction	
Level	2	
Credit value	4	
Learning outcomes	Assessment criteria	
The learner will: 1. Understand basic energy power systems	The learner can: 1.1. Describe the five conventional energy generation systems used in the UK. 1.2. Describe four renewable energy generation systems used in the UK. 1.3. Describe the major inputs, outputs and components of conventional and renewable energy generation systems. 1.4. Describe the sub systems used in conventional and renewable electrical power generation systems. 1.5. Compare the efficiency of conventional and renewable electrical power generation systems.	
2. Understand energy conservation and conversion processes.	2.1. Describe five types of energy conservation techniques used in buildings. 2.2. Describe the types of energy used in the production of heat and electricity. 2.3. Describe eight methods of energy conversion processes used in generating power.	
3. Understand the environmental impacts of conventional and renewable energy generation systems.	3.1. Define the impact of each conventional and renewable energy generation system on the environment. 3.2. Compare the effects of conventional and renewable energy generation systems on the environment.	

Additional information about this unit	
Unit purpose and aim(s)*	This unit has been designed to assess learner understanding of the energy industry
Unit expiry date*	31/03/2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector regulatory body (if appropriate)	
Support for the unit from a SSC or other appropriate body (if required)	ECITB
Location of the unit within the subject/sector classification system	Second-tier sector/subject area 4.1 Engineering Sector/subject areas 4. Engineering and manufacturing technologies 5. Construction, planning and the built environment
Name of the organisation submitting the unit	ECITB
Availability for use*	Shared
Unit available from	12/03/2012
Unit guided learning hours	40

Energy – UA 2: Energy: Conventional Technologies and The Grid

Title	Energy: Conventional Technologies and the Grid	
Level	2	
Credit value	2	
Learning outcomes	Assessment criteria	
The learner will: 1. Understand conventional energy systems	The learner can: 1.1. Describe three types of conventional energy systems. 1.2. Describe the environmental effects of conventional energy systems.	
2. Understand electricity transmission and distribution through the national grid system	2.1. Describe ways of transmitting electricity through the national grid. 2.2. Describe ways of distributing domestic electricity to the consumer.	
Additional information about this unit		
Unit purpose and aim(s)*	This unit has been designed to assess learner understanding of Conventional Technologies and the Grid in the energy industry	
Unit expiry date*	31/03/2017	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Derived from ECITB/E CRS	
Assessment requirements or guidance specified by a sector regulatory body (if appropriate)		
Support for the unit from a SSC or other appropriate body (if required)	ECITB	
Location of the unit within the subject/sector classification system	Second-tier sector/subject area 4.1 Engineering Sector/subject areas 4. Engineering and manufacturing technologies 5. Construction, planning and the built environment	
Name of the organisation submitting the unit	ECITB	
Availability for use*	Shared	
Unit available from	12/03/2012	
Unit guided learning hours	20	

Energy – UA 3: Energy: Oil/Gas Extraction

Title	Energy: Oil/Gas extraction	
Level	2	
Credit value	3	
Learning outcomes	Assessment criteria	
The learner will: 1. Understand the formation and sustainability of oil and gas fields	The learner can: 1.1. Describe three types of oil and gas field formation. 1.2. Describe three types of oil and gas field geology. 1.3. Define the impact of sustainability in the UK	
2. Understand off-shore oil and gas installations and extraction	2.1. Describe the purpose and layout of platforms and rigs used in the North Sea. 2.2. Describe methods and equipment used to extract oil and gas. 2.3. Compare natural and forced extraction methods. 2.4. Describe equipment used to control oil and gas flow.	

Additional information about this unit	
Unit purpose and aim(s)*	This unit has been designed to assess learner understanding of oil and gas extraction in the energy industry
Unit expiry date*	31/03/2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector regulatory body (if appropriate)	
Support for the unit from a SSC or other appropriate body (if required)	ECITB
Location of the unit within the subject/sector classification system	Second-tier sector/subject area 4.1 Engineering Sector/subject areas 4. Engineering and manufacturing technologies 5. Construction, planning and the built environment
Name of the organisation submitting the unit	ECITB
Availability for use*	Shared
Unit available from	12/03/2012
Unit guided learning hours	30

Energy – UA 4: Energy: Offshore Wind Energy Awareness

Title	Energy: Offshore Wind Energy Awareness	
Level	2	
Credit value	4	
Learning outcomes	Assessment criteria	
The learner will: 1. Understand why the offshore wind energy industry will become a significant energy producer	The learner can: 1.1. Describe the objectives of the “Renewable Obligation” and provide examples of the methods that Government will use to meet it.	
2. Understand issues related to the design, construction and operation of an offshore wind farm	2.1. Describe the relationship between wind speed and the power input to a wind turbine. 2.2. Describe a range of control systems used in an offshore wind turbine and why they are necessary. 2.3. Describe existing and potential foundation types for offshore wind turbines. 2.4. Describe the key technical features of an offshore wind farm. 2.5. Describe the main details of one offshore wind farm under construction and a range of engineering organisations involved in the supply chain of the project. 2.6. Describe two different methods for gaining access to wind turbines located offshore.	

Additional information about this unit	
Unit purpose and aim(s)*	This unit has been designed to assess learner understanding of the offshore wind energy industry
Unit expiry date*	31/03/2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Derived from ECITB/ECRS
Assessment requirements or guidance specified by a sector regulatory body (if appropriate)	
Support for the unit from a SSC or other appropriate body (if required)	ECITB
Location of the unit within the subject/sector classification system	Second-tier sector/subject area 4.1 Engineering Sector/subject areas 4. Engineering and manufacturing technologies 5. Construction, planning and the built environment
Name of the organisation submitting the unit	ECITB
Availability for use*	Shared
Unit available from	12/03/2012
Unit guided learning hours	40

En 01: An Introduction to the Nuclear Energy Generating Industry

Title	An Introduction to the Nuclear Energy Generating Industry	
Level	2	
Credit value	5	
Learning outcomes	Assessment criteria	
The learner will: 1. Understand the history of the Nuclear Energy Generating Industry.	The learner can: 1.1. Outline how the civil Nuclear sector has evolved from its military origins. 1.2. List the location of Nuclear Energy generating sites within the United Kingdom. 1.3. Describe how international incidents have impacted on the United Kingdom Nuclear Energy Generating Industry.	
2. Understand how the civil Nuclear Energy programme has evolved.	2.1. Describe a type of Nuclear reactor used to generate energy. 2.2. State how Nuclear reactors have changed since they have been used for energy generation. 2.3. Describe why Nuclear Energy was needed to supplement energy supplies.	
3. Understand how waste is managed in the Nuclear Energy Generating Industry and its effect on the Environment	3.1. Describe how the Nuclear Energy Generating Industry categorises waste. 3.2. Describe how the Nuclear Energy Generating Industry treats and stores waste. 3.3. State the role of the Environment Agencies. 3.4. List the possible hazards to the public resulting from the use of radioactive substances.	
4. Understand how the Nuclear Energy Generating Industry is regulated	4.1 List the Inspectorates and Regulators for the Nuclear Energy Generating Industry. 4.2 State the Nuclear Site Licence Conditions. 4.3 State the consequences of a breach of a Nuclear Site Licence.	
5. Be aware of the legislation for the Nuclear Generating Industry	5.1 List the legislation relevant to the Nuclear Energy Generating Industry.	
6. Understand the safety and security requirements for the Nuclear Energy Generating Industry	6.1 Describe the term 'safety culture' in relation to the Nuclear Energy Generating Industry. 6.2 List the equipment used for detecting exposure to radiation. 6.3 List the relevant security legislation to the Nuclear Energy Generating Industry. 6.4 Describe the different levels of security status used for counter-terrorism	

Additional information about this unit	
Unit purpose and aim(s)	
Unit expiry date*	28/02/2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector regulatory body (if appropriate)	This unit is subject to the requirements of the Awarding Organisation.
Support for the unit from a SSC or other appropriate body (if required)	
Location of the unit within the subject/sector classification system	Second-tier sector/subject area 2.1 Science
Name of the organisation submitting the unit	PAA\VQSET
Availability for use*	Shared
Unit available from	01/03/2012
Unit guided learning hours	30

Y/602/5936: Career Development and Employability

Title	Career Development and Employability	
Level	1	
Credit value	1	
Learning outcomes	Assessment criteria	
The learner will: 1. Understand that a career is important for personal and financial reasons.	The learner can: 1.1. Define 'career'. 1.2. List three advantages of a successful career. 1.3. Give an example of someone who has a successful career.	
2. Know how personal qualities relate to career choices.	2.1. State how personal qualities can affect career choice. 2.2. List own personal qualities, positive and negative. 2.3. State one career where these positive personal qualities would be an asset. 2.4. State one career where these negative personal qualities would be a challenge to overcome.	
3. Understand what is meant by employability and what skills are required to manage own career development.	3.1. State what is meant by employability. 3.2. State what is meant by career development. 3.3. Outline three ways in which he or she can improve own employability.	

Additional information about this unit	
Unit purpose and aim(s)	
Unit expiry date*	31/10/2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector regulatory body (if appropriate)	
Support for the unit from a SSC or other appropriate body (if required)	
Location of the unit within the subject/sector classification system	Second-tier sector/subject area 14.2 Preparation for Work
Name of the organisation submitting the unit	NOCN
Availability for use*	Shared
Unit available from	01/11/2010
Unit guided learning hours	9



Engineering Construction Industry Training Board

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www.ecitb.org.uk

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