SEG Awards Level 1 Certificate in Introduction to Energy

Qualification Guidance

Level 1 Certificate – 600/7214/3

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: https://ors.skillsandeducationgroupawards.co.uk/

Sources of Additional Information

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

Copyright

Specification Code, Date and Issue Number

The specification code is C9087-01

The date of this specification is July 2022. The Issue number is **6.7**

Issue	Date	Details of change
6.6	27/05/2020	Removal of assessment criteria 3.5 in unit titled 'Working as part of a Group' – R/502/0465. This criteria was added in error.
6.7	July 2022	All reference to ABC removed and replaced with SEG/Skills and Education Group Awards. New review date after qualification review.

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

This qualification has been developed to raise awareness of energy issues and create interest in future careers in the energy industry. It addresses the need for a Level 1 Energy qualification. It is based on an existing programme delivered to school pupils/school leavers and has an established reputation of engaging school learners. Learners will complete this qualification with a concrete understanding of the following:

- The uses of energy in everyday life, including the energy supply chain
- Sustainability, including how energy is produced from natural resources
- The benefits and ways of improving energy in the home and options for generating renewable energy
- How to contribute to working as part of a group

Pre-requisites

No formal entry requirements but prospective learners should be aware, either by interview or other suitable methods, that the course involves experiential learning and self-awareness exercises, which will be demanding of the self in interaction with others.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Aims

The Skills and Education Group Awards Level 1 Certificate in Introduction to Energy aims to raise awareness of energy issues and create interest in future careers in the energy industry. It addresses the need for a Level 1 Energy qualification.

Target Group

This qualification is designed for those learners who are aged 14 and above.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Content Overview

The SEG Awards Level 1 Award in Introduction to Energy qualification covers the following four topics:

IEL1U1 - Energy Use in Society – This unit enables learners to identify the uses of energy in everyday life in the UK and know about the sources of energy used and whether they are classified as renewable or non-renewable. The unit also covers how energy use may vary in countries outside the UK. It also covers the energy supply chain.

IEL1U2 - Sustainability and Energy Production – This unit deals with the benefits and ways of improving energy in the home and options for generating renewable energy in the home.

IEL1U3 - Improving Energy Efficiency in the Home – This unit deals with the benefits and ways of improving energy in the home and options for generating renewable energy in the home.

IEL1U4 - Working as Part of a Group – This unit deals with the benefits and ways of improving energy in the home and options for generating renewable energy in the home.

Qualification Structure and Rules of Combination

Rules of Combination: Learners must achieve a minimum of 15 credits from the 4 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Energy Use in Society	F/504/5202	1	4	35
Sustainability and Energy Production	L/504/5204	1	5	45
Improving Energy Efficiency in the Home	J/504/5203	1	4	35
Working as Part of a Group	R/502/0465	1	2	20

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Completing this qualification could provide a progression route alongside other nationally recognised general and vocational qualifications.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
SEG Awards Level 1 Certificate in Introduction to Energy								
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
Age Range	**Pre 16**	✓	**16-18**	✓	**18+**	✓	**19+**	✓
Regulation	The above qualifications are regulated by Ofqual							
Assessment	• Internal assessment • Internal and external moderation							
Type of Funding Available	See FaLE (Find a learning aim)							
Qualification/Unit Fee	See Skills and Education Group Awards website for current fees and charges							
Grading	Pass To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/01/2013							
Review Date	31/08/2025							
Operational End Date								
Certification End Date								
Guided Learning (GL)[1]	135 hours							
Total Qualification Time (TQT)[2]	150 hours							
Skills and Education Group Awards Sector	Landbased and Environmental							
Ofqual SSA Sector	03.4 Environmental Conservation							
Support from Trade Associations	E U Skills							
Administering Office	See Skills and Education Group Awards website							

1 See Glossary of Terms
2 See Glossary of Terms

Unit Details

IEL1U1 – Energy Use in Society

Unit Reference	**F/504/5202**
Level	**1**
Credit Value	**4**
Guided Learning (GL)	**35 hours**
Unit Summary	This unit enables learners to identify the uses of energy in everyday life in the UK and know about the sources of energy used and whether they are classified as renewable or non-renewable. The unit also covers how energy use may vary in countries outside the UK. It also covers the energy supply chain.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.2)** ***The learner can***
1. Know about the uses of energy in everyday life in the UK.	1.1. Identify examples of daily use of energy in: • The home • The work place • Travel and transport • Leisure activities 1.2. Calculate how much energy an individual in the UK may use in a typical day.
2. Know about the sources of energy used in everyday life in the UK.	2.1. Define the following: • Renewable energy sources • Non-renewable energy sources 2.2. Identify the sources of energy used daily in the UK: • The home • The work place • Travel and transport • Leisure activities 2.3. Classify energy sources used in the UK as: • Renewable • Non-renewable

3. Know about how energy use may vary in different countries and environments outside the UK.	3.1. Identify examples of daily use of energy in two specified countries other than the UK in: • The home • The work place • Travel and transport • Leisure activities 3.2. Calculate how much energy an individual in two specified countries other than the UK may use in a typical day. 3.3. Identify the sources of energy used in two specified countries other than the UK. 3.4. Classify energy sources used in two specified countries other than the UK as: • Renewable • Non-renewable
4. Know about the energy supply chain.	4.1. Identify the individual components of the energy supply chain. 4.2. State how the individual components of the energy supply chain link together.

IEL1U2 – Sustainability and Energy Production

Unit Reference	**L/504/5204**
Level	**1**
Credit Value	**5**
Guided Learning (GL)	**45 hours**
Unit Summary	This unit deals with sustainability and how energy is produced from natural resources. It will enable learners to know about pollution created in the production of energy from non-renewable and renewable sources.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Know about sustainability.	1.1. State what is meant by the term sustainability. 1.2. Identify the methods of energy production which are sustainable. 1.3. List ways in which sustainability can help our environment. 1.4. Identify how changes in their own lifestyle and behaviour could support a more sustainable environment.
2. Know how energy is produced from natural resources.	2.1. Identify techniques used to change the following natural sources into energy: • Wood • Coal • Gas • Sun • Waves • Wind 2.2. Classify natural sources of energy as: • Renewable • Non-renewable

3. Know about pollution created in the production of energy from non-renewable sources.	3.1. Identify the waste substances produced in the production of energy from non-renewable sources. 3.2. Identify the ways in which waste substances produced in energy production from non-renewable sources can be harmful to the environment. 3.3. Identify ways in which the waste substances produced in energy production from renewable sources can be managed to protect the environment.
4. Know about pollution created in the production of energy from renewable sources.	4.1. Identify the waste substances produced in the production of energy from renewable sources. 4.2. Identify the ways in which waste substances produced in energy production from non-renewable sources can be harmful to the environment. 4.3. Identify ways in which the waste substances produced in energy production from non-renewable sources can be managed to protect the environment.

IEL1U3 – Improving Energy Efficiency in the Home

Unit Reference	**J/504/5203**
Level	**1**
Credit Value	**4**
Guided Learning (GL)	**35 hours**
Unit Summary	This unit deals with the benefits and ways of improving energy in the home and options for generating renewable energy in the home.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.3)** ***The learner can***
1. Know about the benefits of improving energy efficiency in the home.	1.1. State what the term energy efficiency mean. 1.2. List the benefits of improving energy use in the home to: • Individuals • The environment
2. Know about ways to improve energy efficiency in the home.	2.1. List the ways energy is used within the home. 2.2. Identify areas where energy may be wasted in the home. 2.3. List ways in which energy consumption in the home can be reduced. 2.4. Describe current schemes and incentives for promoting the reduction of energy consumption in the home to include: • The aim of each • How each works
3. Know about options for generating renewable energy in the home.	3.1. Identify current options available for the generation of renewable energy in the home. 3.2. Compare the costs of installation of the current options available for the generation of renewable energy in the home. 3.3. Describe how two of the options available generate renewable energy for the home.

IEL1U4 – Working as Part of a Group

Unit Reference	**R/502/0465**
Level	**1**
Credit Value	**2**
Guided Learning (GL)	**20 hours**
Unit Summary	To help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.4)** ***The learner can***
1. Understand how to contribute to working as part of a group in appropriate ways.	1.1. Suggest appropriate ground rules for working with others. 1.2. Contribute to the planning of group and individual activities.
2. Demonstrate how to work as an effective group member.	2.1. Work with others in a positive way to carry out individual and group activities. 2.2. Make suggestions appropriately. 2.3. Deal with instructions appropriately. 2.4. Deal with feedback appropriately. 2.5. Support others and ask for support when required.
3. Review the group's progress and their contribution to it.	3.1. Review the progress the group has made in working together. 3.2. Describe how they contributed to the work of the group. 3.3. Describe what went well and what went less well. 3.4. Suggest how they could improve their skills in working with others.

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
  It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

- Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from https://skillsandeducationgroupawards.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards policies and procedures are available on the Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?

GL is calculated at qualification level and not unit / component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit / component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response