



**ProQual Level 2 Award in Preparing for the Future
Workplace in a Construction Environment**

Qualification Specification

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Introduction

The **Level 2 Award in Preparing for the Future Workplace in a Construction Environment** is appropriate for those working in a trainee or junior role in a construction workplace or undertaking a Level 1 or 2 construction-related training course.

The qualification aims to focus candidates on knowledge and skills to support their present role and to help prepare them for working in a future construction environment workplace.

The Regulated Qualifications Framework (RQF) is the single framework for regulated qualifications, the regulatory body for this qualification is the Office of Qualifications and Examinations Regulation (Ofqual). This qualification is accredited onto the RQF.

Qualification Profile

Qualification title	ProQual Level 2 Award in Preparing for the Future Workplace in a Construction Environment
Ofqual qualification number	603/6682/5
Level	Level 2
Total qualification time	40 hours
Guided learning hours	25
Assessment	Pass or fail Assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	12/10/2020
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification. Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

To achieve the qualification candidates must complete ONE Mandatory unit.

Unit Reference Number	Unit Title	Unit Level	GLH
D/618/4957	Preparing for the Future Workplace in a Construction Environment	2	25

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or quality assurance verifier qualifications, such as:

- ProQual Level 3 Certificate in Teaching, Training and Assessing
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge and/or skills described in the units. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence could include:

- portfolio of evidence
- workbook
- coursework

Learning outcomes set out what a candidate is expected to know, understand or be able to do. **Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 7 onwards.

To achieve this qualification all candidates must produce evidence which demonstrates their achievement of all of the assessment criteria.

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements. Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing the units achieved, and
- A certificate giving the full qualification title -

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Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

Unit D/618/4957

Preparing for the Future Workplace in a Construction Environment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare for changes in working practices in a future construction environment workplace	1.1 Describe how working practices in their workplace may change in the future
	1.2 Describe how the use of technology could improve productivity, use examples from three different job roles in their workplace
	1.3 Describe three examples of the type of skills that will be needed in their future workplace
	1.4 Describe the advantages of engaging with mentors in the workplace for both employers and employees
	1.5 Describe how innovation benefits an organisation
	1.6 Describe the risks of implementing innovative ideas and improvements in the workplace
	1.7 Describe the benefits of agile working patterns for both employers and employees
	1.8 Describe the advantages and disadvantages of remote or virtual working
	1.9 Describe one example of how entrepreneurship can impact an employee's role in the workplace, both at present and in the future
	1.10 Describe the benefits of training and development activities for both the employer and employee
	1.11 Explain how transferable skills could lead to job opportunities in different areas of the industry they work in or different industry sectors
	1.12 Explain why it is important for an employer to upskill their existing workforce
	1.13 Explain the objective of risk and resilience management
2 Understand how technology has an impact in a construction work environment	2.1 Describe three examples of new or emerging types of technology used in their workplace
	2.2 Outline two examples of how digital technology has had an impact on different work roles in their workplace
3 Understand the importance of an employer's responsibility for occupational health	3.1 Describe occupational health measures in place to protect employees in their workplace
	3.2 Identify common risks to employees' mental health
	3.3 Describe how an employer can protect employees' mental health and wellbeing

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
4 Know that an employer has safeguarding responsibilities for the people working in their organisation	3.4 Outline the role of a Mental Health First Aider 3.5 Describe how they can manage their own wellbeing 3.6 Describe an employee's responsibility towards wellbeing, equality and diversity 4.1 Outline responsibilities in terms of equality/diversity/inclusion in the workplace for: a) employers b) employees 4.2 Outline an employer's responsibilities for safeguarding their employees 4.3 Identify where they can find help and information if their employer does not provide safeguarding support
5 Be able to identify their own personal and workplace skills	5.1 Describe methods of measuring their own effectiveness in the delivery of customer service 5.2 Provide examples of workplace situations that demonstrate good practice when they have been involved in: <ul style="list-style-type: none"> • collaboration • customer service • negotiation • conflict resolution 5.3 Review their own skills and identify strengths and areas for development
6 Be able to maintain a record of their own training and development	6.1 Use informal learning opportunities that contribute to the achievement of personal development objectives 6.2 Maintain a personal development portfolio to demonstrate their commitment to lifelong learning, which incorporates: <ul style="list-style-type: none"> - Identifying their knowledge, skills and competence - goals for their own professional development - a record of their training and development activities with a self-assessment of the work/life value to them of each activity - future goals for training and personal development in the workplace - review of progress towards personal and professional objectives

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.



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