



Qualification Specification

# **ProQual Level 2 Award in Carbon Awareness and Energy Management**

# ProQual Level 2 Award in Carbon Awareness and Energy Management



This qualification is part of ProQual's broad offer of qualifications in the Construction, Planning and Built Environment Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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### Introduction

The ProQual Level 2 Award in Carbon Awareness and Energy Management provides a nationally recognised qualification for those currently working in, or who want to work in the Construction, Planning and Built Environment sector.

The aims of this qualification are:

- To raise awareness and change behaviour to improve energy efficiency, help lower carbon emission and reduce costs.
- To gain awareness of impact global warming and Net Zero in a work environment.
- To help raise awareness of accountability in changing energy consumption behaviour.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF) and has been published in Ofqual's Register of Qualifications.

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 2 Award in Carbon Awareness and Energy Management
<b>Qualification Number:</b>	610/7142/0
<b>Level:</b>	2
<b>Total Qualification Time (TQT):</b>	17 Hours 2 Credits
<b>Guided Learning Hours (GLH):</b>	12 Hours
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	Externally quality assured by ProQual Verifiers
<b>Qualification Start Date:</b>	03/03/2026
<b>Qualification Review Date:</b>	03/03/2029

## **Learner Profile**

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment to establish candidate's existing knowledge and skills in order to develop the assessment plan.

Candidates must be at least 16 years old on the day that they are registered for this qualification, centres are reminded that no assessment activity may take place before a candidate has been registered.

## Qualification Structure

This qualification consists of **1 mandatory unit**. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
F/651/9784	Understanding Organisational Carbon Reduction and Energy Management	2	17	12

## Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

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.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

## Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all 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 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.

## Assessment Requirements

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

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

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

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.  
*(Suitable for assessment taking place in a working environment only.)*
- ProQual Level 3 Award in Assessing Vocational Achievement.  
*(Suitable for assessment taking place in a simulated training environment only.)*

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

**Occupationally competent** means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

## Enquiries, Appeals and Adjustments

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.

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>		Understanding Organisational Carbon Reduction and Energy Management		<b>Level:</b>	2
<b>Unit Number:</b>		F/651/9784	<b>TQT:</b>	17	<b>GLH:</b> 12
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the drivers for organisations to reduce carbon emissions.	1.1	Identify the drivers which motivate an organisation to reduce carbon emissions.		
		1.2	Identify how UK legislation and regulatory requirements govern organisational energy use and carbon emissions:  a) Climate Change Act 2008. b) Streamlined Energy and Carbon Reporting (SECR). c) Energy Savings Opportunity Scheme (ESOS).		
		1.3	Describe the actions that organisations can take to meet current legislation requirements.		
		1.4	Describe the impact on organisations of not adhering to current legislation requirements.		
2	Understand the concepts of global warming and Net Zero.	2.1	Describe what global warming is and outline its main causes.		
		2.2	Explain what Net Zero means and what it means in relation to carbon emissions.		

2	Continued	2.3	Outline how global warming and Net Zero targets influence the way organisations manage their energy use.
3	Understand the relationship between the work environment and energy consumption.	3.1	Outline the relationship between energy usage and patterns of energy consumption.
		3.2	Describe the typical energy inefficiencies in working environments.
		3.3	Outline how these inefficiencies relate to energy consumption.
		3.4	Outline how Key Performance Indicator targets are used by organisations in relation to energy consumption.
4	Understand how changes in behaviour can reduce energy consumption in the work environment.	4.1	Describe what action can be taken to reduce energy consumption in the work environment.
		4.2	Identify who is responsible for addressing the issues of carbon emissions in their workplace.
		4.3	Outline the level of accountability each individual has in relation to affecting behaviour change in the environment.
		4.4	Describe how group behaviour can impact on energy consumption in the workplace.
		4.5	Describe the consequences of not changing behaviour to reduce energy consumption.
5	Understand the potential obstacles to reducing energy consumption in the work environment and how these can be overcome.	5.1	Outline the obstacles that may exist in relation to reducing energy consumption in the work environment.
		5.2	Describe what action can be taken to overcome obstacles to reducing energy consumption.
		5.3	Outline the processes in place to overcome obstacles to reducing energy consumption.
		5.4	Outline how investments in reducing energy consumption can be justified.

### Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Evidence may also be presented through simple visual formats such as diagrams, flow charts, tables, or other clear visual representations that demonstrate understanding of the required knowledge.

## Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.



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