



Qualification Specification

# **ProQual Level 3 Award in Understanding Water Efficiency**

## ProQual Level 3 Award in Understanding Water Efficiency



This qualification is part of ProQual's broad offer of qualifications in the Water Industry 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 Level 3 Award in Understanding Water Efficiency provides a nationally recognised qualification for individuals working in the water industry, involved in promoting water efficiency within the water and environmental sectors.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England and Northern Ireland. 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 3 Award in Introduction to Water Efficiency |
| <b>Qualification Number:</b>           | 610/5744/7  |
| <b>Level:</b>                          | Level 3   |
| <b>Total Qualification Time (TQT):</b> | 10 Hours  |
| <b>Guided Learning Hours (GLH):</b>    | 8 Hours   |
| <b>Credit Value:</b>                   | 1 Credit  |
| <b>Assessment:</b>                     | Pass / Fail   |
|  | Internally assessed and verified by centre staff          |
|  | External quality assured by ProQual Verifiers             |
| <b>Qualification Start Date:</b>       | 13/05/2025  |
| <b>Qualification Review Date:</b>      | 13/05/2028  |

### Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own initial assessment of a candidate's initial knowledge and skills.

Commented [SA1]: See comment at the end of specification about potential edits here.

### Qualification Structure

This qualification consists of **one** unit. Candidates must complete the mandatory to achieve this qualification.

| Unit Number  | Unit Title                       | Level | TQT | GLH |
|--|----------------------------------|-------|-----|-----|
| Mandatory Units – Candidates must complete <b>all</b> units in this group. |                                  |       |     |     |
| F/651/6083   | Introduction to Water Efficiency | 3     | 10  | 8   |

### 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.

### 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:

### ProQual Level 3 Award in Understanding Water Efficiency

#### 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 of the 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 in the workplace 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> Introduction to Water Efficiency                  |   | <b>Level:</b> 3                                       |  |
| <b>Unit Number:</b>   | F/651/6083  | <b>TQT:</b>   | 10   |
|   |   | <b>GLH:</b>   | 8  |
| <b>Learning Outcomes</b><br><i>The learner will be able to:</i> |   | <b>Assessment Criteria</b><br><i>The learner can:</i> |  |
| 1   | Understand why water conservation is important.                   | 1.1   | Discuss the significance of water conservation in relation to: <ul style="list-style-type: none"> <li>• Environmental preservation.</li> <li>• Economic benefits.</li> <li>• Long-term sustainability.</li> </ul>                                |
|   |   | 1.2   | Analyse the global challenges associated with water conservation, including: <ul style="list-style-type: none"> <li>• The impact of population growth.</li> <li>• Climate change.</li> <li>• Unequal distribution of water resources.</li> </ul> |
| 2   | Understand environmental legislation related to water efficiency. | 2.1   | Identify key legislation related to water efficiency.  |
|   |   | 2.2   | Explain the main provisions of key legislation related to water efficiency.  |
|   |   | 2.3   | Explain the responsibilities placed on the following, by water efficiency regulations: <ul style="list-style-type: none"> <li>• Individuals.</li> <li>• Businesses.</li> <li>• Other organisations.</li> </ul>                                   |
| 3   | Understand the volume of water used for various activities.       | 3.1   | Identify typical water usage for daily household activities.   |
|   |   | 3.2   | Define the term "Per Capita Consumption (PCC)".  |
|   |   | 3.3   | Explain the significance of PCC in the water industry.   |

**Commented [SA2]:** Split the two command verbs into their own assessment criteria

**Commented [HC3R2]:** Understood - agreed

**Commented [SA4]:** ProQual style guide states any list three or more items in length within an AC should be bullet pointed for clarity, so slightly rejigged wording to allow for this.

**Commented [HC5R4]:** Understood - agreed

**Commented [HC6]:** This has been split too - agreed.

|   |   |     |   |
|---|---|-----|---|
| 4 | Understand water efficiency products and their potential savings. | 4.1 | Identify <b>at least three</b> water efficiency products.   |
|   |   | 4.2 | Explain the savings provided by <b>at least three</b> water efficiency products in terms of water conservation. |
|   |   | 4.3 | Explain how water efficiency products can contribute to cost savings in a household or business setting.        |
| 5 | Develop a water efficiency strategy.                              | 5.1 | State the objectives and goals of a water efficiency strategy.  |
|   |   | 5.2 | Produce a plan of action as part of a water efficiency strategy.  |

### Additional Assessment Information

Learning Outcomes 1-4 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 5 is **competency based**. The evidence of this learning aim is expected to take the form of a water efficiency strategy developed by the candidate. [This strategy may relate to their own organisation, an organisation with which they are familiar, or a simulated case study provided by the centre.]

**Commented [SA7]:** Separated command verbs into their own AC.

NOTE - although explain includes identify, and these were merged on previous L5 spec, as this is an introductory course they have been maintained separately to facilitate scaffolding for learners.

**Commented [HC8R7]:** Removed the cost reduction element, as this will be brought out in 4.3

**Commented [SA9]:** How does the expected answer to this AC differ from 4.2?

**Commented [HC10R9]:** This is relating to cost savings, as opposed to water savings - i.e. saving on water bill, but also energy bill when having shorter showers for instance

**Commented [SA11]:** This is the standard phrasing for digital work products, if you do not want simulation to be allowed then this can be changed to.

"This strategy should relate the candidate's real world employer". Or any other wording to that effect. In this case we would change the entry requirements to include wording to the effect of "Candidates for this qualification must be employed in a role where they have a responsibility for, or influence on, water consumption and efficiency"

**Commented [HC12R11]:** We can create a fictitious company if necessary which will depend on the candidate - is that okay?

## 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.  |



**ProQual Awarding Body**

ProQual House  
Unit 1, Innovation Drive  
Newport, Brough  
HU15 2GX

Tel: 01430 423 822  
[enquiries@proqualab.com](mailto:enquiries@proqualab.com)  
[www.proqualab.com](http://www.proqualab.com)