



Micro-credential 2 Summary

Title	Sustainability and Innovation in a Construction Environment		
Level	4	Credits	10
Purpose	<p>The purpose of this micro-credential is to recognise the skills and knowledge needed to contribute to sustainable practices and critically evaluate emerging technologies in a construction environment.</p> <p>A <i>construction environment</i> is any environment where construction, modification, or maintenance of buildings, structures, or infrastructure assets takes place.</p> <p>This micro-credential is intended for people currently working in a construction environment, or those with foundational experience who are building their capability in sustainable practices and evaluating new technologies. It is suitable for workers across the construction and infrastructure trades, including material suppliers and people interested in environmental impact and sustainability in construction. Learners do not need to be in a leadership role or have advanced experience.</p> <p>The micro-credential supports the goals of whānau, hapū, iwi, and communities by encouraging construction practices that are environmentally, economically, and socially responsible. It also helps prepare workers to evaluate technologies that support kaitiakitanga (guardianship of the environment) and continuous improvement in the sector.</p> <p><i>New or emerging technology</i> may relate to material technologies, technologies influencing methods of work, legislative changes leading to technological changes, and/or digital technologies relevant to a specific construction environment or general construction practice. This may include technologies that are newly developed, recently introduced to the construction sector, or simply new to the learner or their workplace.</p>		
Outcome	<p>On successful completion of this micro-credential, learners/ākonga will be able to:</p> <ul style="list-style-type: none">• Contribute to environmentally sustainable practices in a construction environment.• Contribute to economically sustainable practices in a construction work programme.• Contribute to socially sustainable practices in a construction team.• Evaluate a new or emerging technology for a construction environment.		
Content	<ul style="list-style-type: none">• Sustainability principles and cultural considerations<ul style="list-style-type: none">○ Environmental sustainability○ Economic sustainability○ Social sustainability○ Cultural protocols• Business and regulatory requirements<ul style="list-style-type: none">○ Contractual obligations○ Standards compliance (ISO 14001)○ Site protocols• Hazardous materials management<ul style="list-style-type: none">○ Identification and handling of hazardous materials○ Material Safety Data Sheets (MSDS)• Waste and resource management<ul style="list-style-type: none">○ Waste handling practices○ Resource recovery		

	<ul style="list-style-type: none"> • Collaboration and coordination on site • Construction information sources and networks. • Credible suppliers for construction. • Formal (non-qualification) and informal training opportunities for construction. • Developments in construction over time. • New and emerging construction materials. • Impact of automation and sustainability on new work methods. • Digital technologies of influence to the construction trade. • New or emerging legislative requirements related to construction. • New or emerging technologies — e.g. prefabrication, QR code tracking for site logistics and deliveries, Building Information Modelling (BIM), lean principles to reduce waste and improve workflow • Mentoring and knowledge sharing.
Standard(s)	<u>Skill standard 40293: Contribute to sustainable practices in a construction environment</u> <u>Skill standard 40309: Evaluate a new or emerging technology for a construction environment</u>
Delivery	<p>Learning may take place through practical, work-based tasks, simulations, and guided instruction. Learners may also take part in discussions and reflections. Real-world videos and examples can be used to show best practice on-site. Providers are encouraged to support peer learning, reflective practice, and contextualise activities to suit specific construction environment settings.</p>