Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management

Specification

Competence-based qualification

For first registration June 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 3 Certificate in Principles of Sustainable Resource Management (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	4
QCF references removed from unit titles and unit levels in all units	13-95
Guided learning definition updated	9

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introducing Pearson NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management:

Qualification title	Qualification Number (QN)	Regulation start date	Operational start date
Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management	600/1720/X	08/04/2011	01/06/2011

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit reference number, which are listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management

This qualification:

- is nationally recognised
- is based on the Recycling Management/Recycling Operations National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure are owned by Energy and Utility Skills (EU Skills).

The Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management has been approved as the knowledge component for the Sustainable Resource Management Advanced Apprenticeship framework.

What is the purpose of this qualification?

This qualification meets the needs of employers, giving learners a clear pathway to a career in sustainable resource management.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

What are the benefits of this qualification to the learner and employer?

The qualification and associated apprenticeship framework contribute to the development of a sustainable workforce for the UK waste management and recycling industries.

What are the potential job roles for those working towards this qualification?

Potential job roles include:

- recycling collection supervisor
- refuse collection supervisor
- transfer station supervisor
- treatment (physical/chemical/thermal) supervisor
- biological treatment supervisor
- landfill supervisor
- sustainability officer
- materials recycling facility/household waste recycling centre supervisor.

What progression opportunities are available to learners who achieve this qualification?

Learners can progress to occupational roles or continue to work as competent operatives in the collection, transport, treatment and final management of waste and recyclables at a supervisory level. It is possible for supervisors to move into other industry areas or to become managers.

Graduate apprentices could progress to other qualifications recognised by the Chartered Institute of Wastes Management.

For further information on careers in the waste management industry please go to: www.euskills.co.uk/careers.

What is the qualification structure for the Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management?

Individual units can be found in the *Units* section.

For the Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management learners must complete all the Mandatory Units (which total 20 credits), plus any seven Optional Units, ensuring that at least six are at Level 3. The minimum total credit for the qualification is 32.

The Total Qualification Time (TQT) for this qualification is 320.

Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource Management			
Unit	**Mandatory Units – all eight mandatory units must be taken (20 credits):**	**Credit**	**Level**
1	How to identify and resolve disagreements	1	2
2	Understand the principles of the waste/recycling industry	3	2
3	Understand the 'duty of care' within the waste/recycling industry	1	2
4	How to work safely within the waste/recycling industry	4	2
5	Understand the principles of identifying and classifying waste	2	3
6	Understand environmental protection in the waste and recycling industry	2	2
7	ERR Employment Rights and Responsibilities in the Energy & Utility Sector	2	2
22	Plan, allocate and monitor work of a team	5	3
Optional Units – seven units must be taken (at least six units at Level 3):			
8	Technical aspects of managing waste and resources	2	3
9	Understand planning requirements in the waste/recycling industry	3	3
10	Understand policy and legislation in the waste management industry	1	3
11	Understand environmental permitting in England and Wales	2	3
12	Understand the requirements for the transportation of waste	2	3
13	How to identify and record hazardous waste	2	3
14	Understand management systems	2	3
15	Know about waste treatment technologies	3	3
16	Perform street cleansing manually	3	2
17	Know how to maintain confidentiality of information within the waste/recycling industry	1	2
18	Understand the reasons and targets for recycling	1	2
19	Know the materials arising within the waste and recycling industry	1	2
20	Understand operational systems and procedures in the waste/recycling industry	1	2
21	Perform street cleansing mechanically	4	2

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification have been included in *Annexe C*. They have been developed by EU Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information and guidance about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the waste management and recycling sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard.

Unit format

Each unit in this specification contains the following sections.

Unit title:

> This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number:

> This code is a unique reference number for the unit.

Level:

> All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

> Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary:

> This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

> This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:

> The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

> The learner should give the date when the evidence has been provided.

> Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: How to identify and resolve disagreements

Unit reference number: D/602/0513

Level: 2

Credit value: 1

Guided learning hours: 10

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to identify where disagreements could arise	1.1	Provide a minimum of two examples of situations where a disagreement could arise			
2	Know how to prevent disagreements from arising	2.1	Explain how disagreements could be prevented from arising			
3	Know how to resolve disagreements	3.1	Explain how to amicably resolve disagreements			
4	Know what to do if a disagreement cannot be resolved	4.1	Explain the procedure if a disagreement cannot be settled by normal processes			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 2:
Understand the principles of the waste/recycling industry

Unit reference number: H/602/0514

Level: 2

Credit value: 3

Guided learning hours: 30

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purpose of the waste and recycling industry	1.1 Explain the purpose of the industry			
	1.2 Explain the core activities of the industry			
	1.3 Describe the policies and legislation that drives the industry			
2 Understand the flow of waste and other materials	2.1 Provide a minimum of two examples of where waste and other materials comes from			
	2.2 Provide a minimum of two examples of where waste and other materials goes to			
	2.3 Provide two examples of illegal waste disposal			
3 Understand waste minimisation	3.1 Explain what Waste Minimisation means			
	3.2 Explain what the 'Waste Hierarchy' means			
	3.3 Explain what Zero Waste means			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 3: Understand the 'duty of care' within the waste/recycling industry

Unit reference number: K/602/0515

Level: 2

Credit value: 1

Guided learning hours: 10

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the Duty Of Care regulations	1.1	Describe the Act relating to the Duty of Care regulations and who it applies to			
	1.2	Describe the roles and responsibilities of each person in the waste management chain			
2 Understand how the Duty of Care regulations relate to the organisation	2.1	Describe the requirements of the Duty of Care			
	2.2	Explain what the Duty of Care regulations mean for the organisation in terms of: a) waste transfer notes b) hazardous waste consignment notes			
	2.3	Explain the potential penalties for breach of Duty of Care regulations			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 4: How to work safely within the waste/recycling industry

Unit reference number: R/602/0511

Level: 2

Credit value: 4

Guided learning hours: 40

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to identify and deal with work-related hazards and risks in the waste/recycling industry	1.1 Explain the term 'hazard'			
	1.2 Explain the term 'risk'			
	1.3 Provide an example of each of the following risks when working in waste and recyclables: a) the wastes and materials handled b) machinery and equipment used c) vehicles and plant d) site condition e) unsafe behaviour			
	1.4 Describe the effect these could have on: a) self b) others			
	1.5 Explain who is responsible for health and safety within the workplace			
	1.6 Identify the health and safety manager/co-ordinator within the workplace			
	1.7 Explain how to report hazards when working with waste and recyclables: a) within organisational procedures b) within legal requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Explain why it is important to report hazards when working with waste and recyclables			
2 Know how to work with risk assessments when working in waste and recycling	2.1 Explain the differences between an 'informal' and a 'formal' risk assessment			
	2.2 Describe a situation when an informal risk assessment would be carried out			
	2.3 Explain what type of risk assessment is carried out in the job role			
	2.4 Explain how to identify in the organisation where a documented risk assessment for a specific task can be found			
	2.5 Describe a range of occasions when this documented risk assessment would change			
	2.6 Explain the responsibilities for carrying out risk assessments to include: a) informal b) formal			
	2.7 Describe a minimum of two health and safety regulations relevant to the waste/recycling industry			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to respond to emergencies in the workplace	3.1	Describe a range of 'emergencies' that could occur in the workplace			
		3.2	Explain the organisational procedure to be followed in the event of an emergency			
		3.3	Name the emergency co-ordinator(s) within the workplace			
		3.4	Explain how to respond to emergency situations involving accidents to people			
		3.5	Explain how to respond to emergency situations involving accidents on the work site			
		3.6	Explain how to minimise the effect of an emergency			
		3.7	Explain how to use and communicate data and information			
		3.8	Explain how to report problems that could affect compliance with emergency procedures			
4	Know how and why to select and use the correct Personal Protection Equipment (PPE) within the waste/recycling industry	4.1	Explain how to select the correct PPE for the job role			
		4.2	Explain why it is important to use the correct PPE in the job role			
5	Know how to manage the work you are given to do	5.1	Give three reasons why you might not be able to do the work given to you			
		5.2	Explain what options you and the organisation have to enable you to do your work properly			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 5:   Understand the principles of identifying and classifying waste

Unit reference number: T/602/0419

Level: 3

Credit value: 2

Guided learning hours: 20

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the different categories of waste	1.1 Explain what wastes are			
	1.2 Explain the different categories and definitions of waste			
	1.3 Summarise the waste materials in terms of type			
	1.4 Explain the EU Term 'Municipal'			
2 Understand the European Waste Codes	2.1 Explain the purpose of the European Waste Codes			
	2.2 Compare the European Waste Codes and how they are derived for wastes			
3 Understand the difference between hazardous waste and non-hazardous waste	3.1 Explain the different types of waste and other materials within the waste/recycling industry			
	3.2 Explain the type of waste and other materials worked with			
	3.3 Explain the types of waste and other materials handled by the organisation			
	3.4 Give three examples of: a) non-hazardous waste b) hazardous waste			
4 Understand circumstances when wastes would be 'unacceptable'	4.1 Give three examples of when wastes would be 'unacceptable'			
	4.2 Explain how to identify and deal with unacceptable wastes			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 6: Understand environmental protection in the waste and recycling industry

Unit reference number: Y/602/0512

Level: 2

Credit value: 2

Guided learning hours: 20

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the potential hazards to the environment when working in the waste and recycling industry	1.1 Describe a minimum of three potential hazards that could have an impact on the environment			
	1.2 Describe the potential harm to the environment these hazards could have			
	1.3 Explain what an 'Environmental Risk Assessment' is			
	1.4 Explain 'Statutory Nuisance'			
	1.5 Give two examples of a 'Statutory Nuisance'			
2 Understand how to reduce environmental impact from waste and waste materials	2.1 Explain a range of ways of reducing the impact on the environment when working with waste and waste materials			
	2.2 Explain what sustainable practices are in the waste and recycling industry			
3 Understand the impact of waste materials on the environment	3.1 Provide a minimum of two examples of hazards to the environment that waste materials could present			
	3.2 Provide a minimum of two examples of how the risk to the environment can be minimised			
	3.3 Identify principle legislation regarding waste materials and the environment			
	3.4 Describe how the environment is protected on site			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 7: ERR Employment Rights and Responsibilities in the Energy & Utility Sector

Unit reference number: R/602/2775

Level: 2

Credit value: 2

Guided learning hours: 20

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know employer and employee rights, responsibilities and own organisational procedures	1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health and Safety and other relevant legislation			
	1.2 State importance of having employment rights and responsibilities			
	1.3 Describe organisational procedures for health and safety, including documentation			
	1.4 Describe organisational procedures for equality and diversity, including documentation			
	1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know factors that affect own organisation and occupation	2.1	Describe the role played by own occupation within organisation and industry			
	2.2	Describe career pathways available to them			
	2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry			
	2.4	Identify sources of information and advice on own industry, occupation, training and career			
	2.5	Describe principles, policies and codes of practice used by own organisation and industry			
	2.6	Describe issues of public concern that affect own organisation and industry			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 8: Technical aspects of managing waste and resources

Unit reference number: H/602/0433

Level: 3

Credit value: 2

Guided learning hours: 20

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the concepts for different physical, chemical, biological and thermal treatment processes available in the UK	1.1	Determine the different options for physical, chemical, biological and thermal treatment of wastes currently available in the UK including the option of MBT processes			
		1.2	Summarise the principles on which physical, chemical, biological and thermal treatment processes operate and the types of wastes they can treat			
2	Understand the technical, financial, political, planning and other barriers limiting the uptake of different technologies	2.1	Explain the technical, political and financial barriers to the uptake of different technologies			
		2.2	Explain how the planning system can influence the development of different waste treatment technologies			
		2.3	Determine any further barriers that may limit the uptake of different waste treatment technologies			
3	Understand the importance of effective communication within the work environment including those relevant to but outside of the site boundaries	3.1	Summarise where effective communication and consultation can benefit the site relationship with the local community			
		3.2	Explain how effective communication can improve relationships within the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the principles and procedures for waste transfer	4.1 Summarise the principles of waste transfer and the potential risk to the environment from the activity			
	4.2 Explain the procedure for waste transfer, minimising effect on the environment			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 9: Understand planning requirements in the waste/recycling industry

Unit reference number: J/602/0439

Level: 3

Credit value: 3

Guided learning hours: 30

Assessment requirements/evidence requirements

Learning outcome 3

The learner should include:

1   how applications are made and the factors that need to be taken into consideration when submitting an application

2   how decisions on planning applications are made

3   the length of time it could take to gain planning permission

4   how to appeal against a decision.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the types of development that require planning permission in the waste/recycling industry	1.1 Explain the types of development that require planning permission in the waste/recycling industry			
2 Understand the requirements of planning regulations as applied to the waste/recycling industry	2.1 Explain the requirement of planning regulations in relation to the waste/recycling industry, to include: a) new facilities b) changes to operations 2.2 Explain the purpose of planning development control			
3 Understand the process for gaining planning permission	3.1 Explain the process for gaining planning permission for the following: a) new facilities b) changes to operations			
4 Understand compliance with planning permission	4.1 Explain how compliance with planning permission is monitored, to include: a) regularity of monitoring b) who is responsible for monitoring			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how planning permits are enforced	5.1 Explain a situation when enforcement would apply			
	5.2 Explain who has the power to enforce planning issues			
	5.3 Explain the aims of enforcement			
	5.4 Identify two potential breaches of planning permission requirements			
	5.5 Explain the potential enforcement action that may be taken against organisations who breach planning permission requirements			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 10: Understand policy and legislation in the waste management industry

Unit reference number: K/602/0420

Level: 3

Credit value: 1

Guided learning hours: 10

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the key stakeholders within the sector; their roles and interrelationships	1.1 Determine stakeholders relevant to the waste and resources management sector 1.2 Explain the roles and responsibilities of stakeholders in the waste and resources management industry and how their interaction will affect subsequent treatment options			
2 Understand which European/UK legislation/codes of practice and guidance notes are relevant to waste and resource management facilities	2.1 Determine European/UK legislation, codes of practice and guidance notes relevant to the UK waste and resources management 2.2 Interpret the requirements of the legislation, code of practice and guidance in relation to operating a permitted wastes and resource management facility 2.3 Explain how 'waste' is defined and the use of protocols which determine when waste has ceased to be waste			
3 Understand what non-legislative drivers are affecting changes in wastes and resources management practices	3.1 Determine non-legislative drivers which are affecting change in waste and resources management practices 3.2 Explain how these drivers will affect the ways waste and resources are managed in the future			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand why waste needs to be treated or disposed of in ways other than through landfill	4.1 Explain the legislative targets for reduction of waste to landfill 4.2 Evaluate the environment impacts of diverting waste from landfill in relation to different hierarchy options			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 11: Understand environmental permitting in England and Wales

Unit reference number: K/602/0434

Level: 3

Credit value: 2

Guided learning hours: 20

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1　Understand the Environmental Permitting Regulations	1.1　Explain the purpose of the Environmental Permitting Regulations			
	1.2　Explain the requirements of the Environmental Permitting Regulations			
	1.3　Explain the terms: a) Standard Permit b) Bespoke Permit			
	1.4　Identify examples of two of the available Standard Permits			
	1.5　Identify two waste exemptions categories within the regulations			
	1.6　Explain what is meant by a 'Fit and Proper Person'			
2　Understand who should apply for an Environmental Permit	2.1　Explain who should apply for an Environmental Permit			
3　Understand the application process for an Environmental Permit	3.1　Explain who you would apply to for an Environmental Permit			
	3.2　Explain the application process			
	3.3　Explain where to locate sources of information and guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to amend Environmental Permits	4.1	Explain the procedure for the following: a) making a variation to an existing permit b) transferring a permit c) surrendering a permit			
5	Understand how Environmental Permits are enforced	5.1	Explain the attributes considered in the Operational Risk Appraisal (OPRA) scheme			
		5.2	Identify two examples of circumstances which would affect the OPRA banded profile: a) Positively b) Negatively			
		5.3	Explain the Compliance Classification Scheme (CCS) for breaches of permit conditions in terms of: a) the four CCS categories b) how a score could affect the organisation			
		5.4	Explain who has the power to enforce environmental permits			
		5.5	Explain the aims of enforcement			
		5.6	Identify two potential offences under the Environmental Permitting Regulations			
		5.7	Explain the potential enforcement action which may be taken under the Environmental Permitting Regulations			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 12: Understand the requirements for the transportation of waste

Unit reference number: M/602/0421

Level: 3

Credit value: 2

Guided learning hours: 20

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	How to check the vehicle for safety	1.1	Explain how to check the vehicle for safety to include: a) load b) wear and tear on vehicle parts c) operation of vehicle controls and equipment d) vehicle handling			
		1.2	Explain what constitutes a variance			
		1.3	Explain how to identify variances			
		1.4	Explain what procedure must be followed when a variance is identified			
2	Understand the effect loads have on a vehicle	2.1	Explain the characteristics of a minimum of three different loads			
		2.2	Explain how these three loads could affect vehicle stability			
		2.3	Explain the consequences of overloading a vehicle in terms of: a) legal b) safety c) handling			
		2.4	Explain safe loading procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of containing the load	3.1	Explain the importance of containing the load properly in terms of: a) Duty of Care b) consequences of the loss of load			
4	Understand how to deal with problems on the road	4.1	Explain the procedure to follow if the vehicle is involved in: a) a breakdown b) a near miss c) an accident d) a road closure/change of route			
5	Understand safe driving	5.1	Explain the importance of compliance with: a) speed limits b) driver hours c) use of seat belt requirements			
		5.2	Explain how driving could be affected by: a) alcohol use b) drug use c) mobile phone use d) driving when tired			
		5.3	Explain the purpose of a tachograph			
		5.4	Explain the procedure when reversing the vehicle			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to drive efficiently	6.1 Explain how to optimise fuel efficiency: a) with a full load b) with no load			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 13: How to identify and record hazardous waste

Unit reference number:	M/602/0435
Level:	3
Credit value:	2
Guided learning hours:	20

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to identify hazardous waste	1.1 Explain the term' hazardous waste'			
	1.2 Identify two examples of hazardous wastes			
	1.3 Identify three examples of hazardous properties			
	1.4 Explain the steps taken to identify a hazardous waste			
	1.5 Explain what a 'directive' waste is			
	1.6 Identify two examples of wastes that are not 'directive' wastes			
	1.7 Identify the Environmental Waste Catalogue codes for three hazardous wastes			
2 Know the registration requirements as a Hazardous Waste Producer	2.1 Explain the criteria for registering as a Hazardous Waste Producer			
	2.2 Explain the exemptions from registering as a Hazardous Waste Producer			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the requirements for hazardous waste consignment notes	3.1 Summarise an example of movement of hazardous waste when a Hazardous Waste Consignment note: a) is required b) is not required 3.2 Summarise an example of when each of the following would be used: a) Standard Hazardous waste consignment note b) Multiple Collection consignment note c) Schedule of Carriers 3.3 Explain how to obtain hazardous waste consignment notes 3.4 Explain the terms: a) premises code b) consignment note code c) SIC code d) Waste Management Operation (R and D codes) 3.5 Explain when it is necessary to complete Packing Group and UN identification number information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know the requirements for maintaining a register and keeping records	4.1 Explain the record keeping requirements for maintaining a register			
	4.2 Explain how the requirements for different people in the chain vary. To include: a) producer b) consignor c) holder d) carrier e) consignee			
	4.3 Explain the requirements for Consignee Quarterly returns			
	4.4 Explain the requirements for Producer returns			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 14: Understand management systems

Unit reference number: T/602/0436

Level: 3

Credit value: 2

Guided learning hours: 20

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand Management Systems	1.1 Explain what a Management System is in terms of: a) environmental b) health and safety c) quality d) asset 1.2 Explain the activities that are covered in a Management System 1.3 Explain how management systems can be integrated with existing organisational systems 1.4 Explain the benefits of an integrated Management System 1.5 Explain the role of audit within Management systems			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 15: Know about waste treatment technologies

Unit reference number: T/602/0517

Level: 3

Credit value: 3

Guided learning hours: 30

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the historical, social and legal context for sustainable waste management	1.1 Outline the history of waste management in the UK 1.2 Outline why particular disposal techniques have historically been used			
2 Understand physical waste management technologies	2.1 Identify which physical waste management technologies are used by: a) the organisation b) the local authority 2.2 Describe the benefits and limitations of these technologies			
3 Understand biological waste treatment technologies	3.1 Identify which biological waste treatment technologies are used by: a) the organisation b) the local authority 3.2 Describe the benefits and limitations of these technologies			
4 Understand advanced thermal waste treatment technologies	4.1 Identify which advanced thermal waste treatment technologies are used by: a) the organisation b) the local authority 4.2 Describe the benefits and limitations of these technologies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand integrated treatment technologies for waste management	5.1 Identify which integrated treatment technologies for waste management are used by: a) the organisation b) the local authority 5.2 Describe the benefits and limitations of these technologies			
6 Know about near market technologies	6.1 Explain what is meant by near market technologies 6.2 Provide an example of a near market technology that will impact upon: a) the organisation b) the local authority 6.3 Describe the benefits and limitations of the near market technology			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 16: Perform street cleansing manually

Unit reference number: F/600/6345

Level: 2

Credit value: 3

Guided learning hours: 24

Assessment requirements/evidence requirements

This unit is subject to Asset Skills principles of assessment which can be found at:

http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand how to remove litter, detritus and debris from grounds	1.1	List the permits and checks that may be required for the task			
	1.2	Describe factors which should be taken into account when identifying litter, detritus and debris			
	1.3	Describe organisational requirements for reporting items that may present a risk to health and safety			
	1.4	State the importance of wearing the required personal protective equipment and for others to see it being worn			
	1.5	State different types of equipment for removal of litter, detritus and debris			
	1.6	Describe how to identify the correct equipment for the type of litter, detritus and debris			
	1.7	Describe actions that need to be taken in order to deal with hazardous debris and detritus			
	1.8	State why mobile equipment should be secured			
	1.9	State the consequences of not securing mobile equipment			
	1.10	State the importance of segregating litter and putting into the correct container/location			
	1.11	State the importance of ensuring the work area is left free of litter, detritus and debris			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.12 State the organisational requirements for reporting when work has been completed			
	1.13 State the importance of adhering to organisational requirements for reporting when work has been completed			
2 Understand how to maintain waste	2.1 Describe where information on the number and location of waste collection points can be found			
	2.2 State types of hazardous debris and detritus			
	2.3 Describe actions that need to be taken in order to deal with hazardous debris and detritus			
	2.4 Describe how to operate equipment safely			
	2.5 Describe the organisational requirements for emptying containers			
	2.6 Describe how to identify when containers need replacing			
	2.7 Describe the organisational requirements for reporting problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to remove litter, detritus and debris from grounds	3.1	Confirm with the appropriate person the area to be cleaned			
		3.2	Select and wear appropriate personal protective equipment for the task			
		3.3	Select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area			
		3.4	Use equipment safely following organisational requirements			
		3.5	Use the correct method for removing litter from the ground surface			
		3.6	Secure mobile equipment when not in use			
		3.7	Segregate litter and put in correct container/location			
		3.8	Transfer waste to the correct collection points			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to maintain waste collection points	4.1	Identify the number and location of the waste collection points			
	4.2	Identify waste that needs specialist treatment or handling			
	4.3	Follow organisational requirements for dealing with waste that requires specialist treatment or handling			
	4.4	Empty containers and replace as necessary			
	4.5	Leave the area clean and tidy			
	4.6	Report any problems following organisational requirements			
	4.7	Return equipment to the correct place and store securely			
	4.8	Report that work has been completed			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 17: Know how to maintain confidentiality of information within the waste/recycling industry

Unit reference number: F/602/0438

Level: 2

Credit value: 1

Guided learning hours: 10

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Know how to maintain confidentiality of information in the waste and recycling industry	1.1	Explain what information is permitted to be passed on to others			
	1.2	Explain what information is not permitted to be passed on to others			
	1.3	Explain why some information is confidential and give two examples			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 18: Understand the reasons and targets for recycling

Unit reference number: M/602/0516

Level: 2

Credit value: 1

Guided learning hours: 10

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the reasons for recycling	1.1	Explain the need to recycle within: a) the local authority b) the organisation			
	1.2	Explain where collected waste/recyclables goes to			
2 Understand the targets for recycling	2.1	Describe the targets for recycling for: a) the local authority b) the organisation			
	2.2	Explain what percentage of waste is recycled a) within the organisation b) within the local authority			
3 Understand the Government targets for recycling	3.1	Describe the Government targets for recycling for a) business b) domestic			
	3.2	Explain the aims of the Government in terms of recycling			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 19: Know the materials arising within the waste and recycling industry

Unit reference number: A/602/0437

Level: 2

Credit value: 1

Guided learning hours: 10

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the materials arising within the waste/recycling industry	1.1 Describe a minimum of three different types of waste and other materials within the waste/recycling industry			
	1.2 Explain the type of waste and other materials worked with			
	1.3 Explain the types of waste and other materials handled by the organisation			
	1.4 Explain how to identify unacceptable wastes			
	1.5 Explain the regulations that cover: a) recyclables b) waste c) hazardous waste			
	1.6 Explain how wastes can be treated in relation to the waste hierarchy			
	1.7 Explain how two types of recyclables are used subsequently			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 20: Understand operational systems and procedures in the waste/recycling industry

Unit reference number: A/602/0440

Level: 2

Credit value: 1

Guided learning hours: 10

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand work schedules and working procedures in the waste/recycling industry	1.1 Explain what is contained in a work schedule 1.2 Explain the importance of following a work schedule 1.3 Explain how working procedures can affect the work schedule			
2 Know the principles of waste/recycling handling and transfer	2.1 Describe common handling methods used on waste/recycling to include: a) terminology used b) collection; transfer; treatment; disposal methods c) machinery used d) equipment used			
3 Know and understand the organisational policies about protecting the environment and self	3.1 Describe the organisational policies that are about protecting the environment 3.2 Describe the organisational policies that are about protecting: a) self b) others 3.3 Explain what could happen if these organisational policies were not correctly followed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know and understand the organisational policies about proper behaviour in the workplace in the waste and recycling industry	4.1	Describe the organisational policies that are about behaving professionally in the job role to include policies relating to: a) smoking b) eating c) drinking d) drugs			
		4.2	Explain the importance of correctly following organisational policies			
		4.3	Explain what could happen if these organisational policies were not followed correctly			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 21: Perform street cleansing mechanically

Unit reference number: J/600/6346

Level: 2

Credit value: 4

Guided learning hours: 31

Assessment requirements/evidence requirements

This unit is subject to Asset Skills principles of assessment which can be found at:

http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to remove litter, detritus and debris	1.1 List the permits and checks that may be required for the task			
	1.2 Describe factors which should be taken into account when identifying litter, detritus and debris			
	1.3 Describe organisational requirements for reporting items that may present a risk to health and safety			
	1.4 State the importance of wearing the required personal protective equipment and for others to see it being worn			
	1.5 State types of hazardous debris and detritus			
	1.6 Describe actions that need to be taken in order to deal with hazardous debris and detritus			
2 Understand how to operate vehicles, equipment and machinery	2.1 State the level of legal and organisational authority needed to operate the vehicle or machinery			
	2.2 State how the legal and organisational authority would be obtained			
	2.3 State the types of personal protective equipment required for: – vehicles – equipment and machinery – working conditions			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.4	Describe how to check that the vehicles and machinery have sufficient resources			
	2.5	State where additional resources can be obtained			
	2.6	State the organisational requirements for reporting faults with vehicles, equipment and machinery			
	2.7	State the importance of operating vehicles, equipment and machinery safely			
	2.8	State the importance of securing mechanical equipment			
3 Understand how to deal with collected waste	3.1	State types of spillage that can occur			
	3.2	Describe how to check that spillages have been treated correctly			
	3.3	Describe the organisational requirements for reporting problems			
	3.4	State the location of the designated collection points for waste			
	3.5	Describe how to discharge and dispose of collected waste safely			
	3.6	Explain the legal and organisational requirements that must be followed when disposing of waste			
	3.7	State the organisational requirements for reporting when work has been completed			
	3.8	State the importance of adhering to organisational requirements for reporting when work has been completed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to clean and store vehicles, equipment and machinery	4.1 State the designated location for cleaning vehicles, equipment and machinery			
	4.2 Describe the methods for cleaning vehicles, equipment and machinery			
	4.3 State the location of the storage areas for vehicles, equipment and machinery			
	4.4 State the importance of leaving storage areas secure			
5 Be able to remove litter and detritus	5.1 Confirm with the appropriate person the area to be cleaned			
	5.2 Select the: – vehicle – equipment and machinery – cleaning methods suitable for the litter, detritus and surfaces to be cleaned			
	5.3 Confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery			
	5.4 Select and wear personal protective equipment appropriate for the: – vehicle – equipment and machinery – working conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 Check that vehicles and machinery have sufficient resources			
	5.6 Report faults with vehicles, equipment and machinery			
	5.7 Use appropriate methods for removing litter detritus and debris according to:			
	– type of litter, detritus and debris			
	– equipment and machinery			
	– vehicles			
	– working conditions			
	5.8 Operate vehicles, equipment and machinery safely following organisational requirements			
	5.9 Secure vehicles and machinery when not in use			
	5.10 Use methods which allow maximum clearance of litter, detritus and debris considering working conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to deal with collected waste	6.1 Make sure spillages are treated correctly before removing them			
	6.2 Report any problems following organisational requirements			
	6.3 Transfer collected waste to the designated collection point			
	6.4 Discharge and dispose of waste in line with legal and organisational requirements			
	6.5 Check that the waste hopper has been left empty			
7 Be able to clean and store vehicles, equipment and machinery	7.1 Clean vehicles, equipment and machinery once work is completed			
	7.2 Return vehicles, equipment and machinery to the correct place and store securely			
	7.3 Report that work has been completed			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 22:

Plan, allocate and monitor work of a team

Unit reference number: Y/600/9669

Level: 3

Credit value: 5

Guided learning hours: 25

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan work for a team	1.1 Agree team objectives with own manager			
	1.2 Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team			
2 Be able to allocate work across a team	2.1 Discuss team plans with a team			
	2.2 Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members			
	2.3 Agree standard of work required by team			
3 Be able to manage team members to achieve team objectives	3.1 Support all team members in order to achieve team objectives			
4 Be able to monitor and evaluate the performance of team members	4.1 Assess team members' work against agreed standards and objectives			
	4.2 Identify and monitor conflict within a team			
	4.3 Identify causes for team members not meeting team objectives			
5 Be able to improve the performance of a team	5.1 Identify ways of improving team performance			
	5.2 Provide constructive feedback to team members to improve their performance			
	5.3 Implement identified ways of improving team performance			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer

- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs/competence qualifications through ensuring that their awarding is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details at qualifications.pearson.com.

Specification **–** Pearson Edexcel Level 3 Certificate in Principles of Sustainable Resource
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Annexe C: Assessment requirements/strategy

THE ENERGY AND UTILITIES ASSESSMENT STRATEGY IN THE GAS, POWER (including renewable), WATER AND WASTE MANAGEMENT SECTORS

This strategy consists of the core requirements, common across the footprints, covering competency-based qualifications.

Sector specific requirements are specified in Appendices E (Water) and F (Gas).

Principles for assessment of evidence

Awarding bodies/organisations should:

1. Ensure the learner's workplace is used as the predominant assessment location and naturally occurring workplace evidence is the primary source for determining competence. EU Skills will specify any exceptions to this position. An environment similar to the learner's own workplace (such as another site, plant etc) can be used to demonstrate experience where it is not possible within the learner's own workplace. For learners on Programme-led Apprenticeships (MAs in Scotland), there is no dilution of EU Skills requirements for predominant evidence of performance to be generated within an actual work environment.

2. Incorporate systems, within the external verification processes, which ensure learners' evidence reflects adequate performance of competence 'over time'

3. Ensure the assessment methods in the vocational qualifications reflect requirements for the different types of evidence likely to be generated at appropriate levels in line with regulatory bodies and nations. For example, more use of observation may be appropriate at lower levels but used less in higher levels. Observation will not be the sole method of assessment.

4. Be able to make use of assessment carried out in a realistic work environment in (Specified in APPENDIX A) situations where a learner's inexperience might result in danger or seriously compromise other aspects of the organisation and its work.

5. Control the use of simulation as supporting evidence for performance in the workplace. This also applies to learners on Programme-led Apprenticeships (does not apply in Scotland).

6   Reserve the right to refuse the use of assessment in a realistic work environment or other simulated environment where it considers the rigour and integrity of assessment could be compromised. The centre should be provided with a written explanation.

7   Promote the use of high quality witness testimony as a means of value-added and reducing unnecessary bureaucracy in the assessment process. EU Skills provide further details about witness testimony (Specified in APPENDIX D)

8   Ensure performance evidence is supported by the required knowledge evidence. Assessors should be guided on the use of oral and written assessment to cover fully the area being assessed and to satisfy the reliability of evidence from non-observed sources or witness testimony. The awarding body should provide if appropriate a template specification for assessment questioning. This will offer consistency across centres and flexibility for centres to use questions relevant to their own situations. Where there is industry requirements for external assessment of a specified vocational qualification, EU Skills and the awarding body will work together and agree the appropriate method.

9   Supporting the use of other qualifications as valuable contributions to evidence of competence

10   Work with other awarding bodies where appropriate (and EU Skills where relevant) to develop materials to enable consistent interpretation of the national occupational standards. For example, question banks, common vocational qualifications, assessment and evidence requirements or other materials with sheets and responses to questions identifying key points or preparing a glossary of terms to support the qualification where appropriate.

11   Identify and utilise any appropriate prior leaning and experience which is current as evidence for the qualification.

Independent Assessment

Awarding bodies/organisations will:

12   Preserve a measure of independence across all assessment locations and situations and maintain rigour in assessment practices, by adopting industry requirements. Industry requirements will be included in the appropriate sector appendix.

Assessment in a realistic work environment (To carry out assessment in a realistic work environment the guidelines shown at APPENDIX A must be used).

Awarding bodies/organisations will:

13   Provide centres with a specification for a realistic work environment which meets the requirements of this assessment strategy. See Appendix A.

14   Operate systems which ensure on-site inspection is carried out to confirm the environment meets the specification.

15   Ensure the external verification process incorporates ongoing monitoring to ensure the facilities remain compliant with the specification.

16   Ensure the external verification process incorporates procedures centres can use to get prior confirmation on the appropriateness of using planned assessment in a realistic work environment.

Simulation

Awarding bodies/organisations will:

17   Provide centres with guidance on where simulation can be used. (See Appendix B). Guidance on simulation will also be highlighted in the appropriate sector appendix.

18   Ensure the external verification process incorporates procedures which centres can use to get prior confirmation on the appropriateness of using a planned simulation outside EU Skills specification. (See APPENDIX B Simulated Activities for Vocational Qualifications).

Enhanced external quality assurance of assessment

Awarding bodies/organisations will:

19   Use analytical monitoring to provide information on the performance of centres and assessors over time to inform external verification visits and training and development events.

20   Carry out a risk assessment of organisations seeking to be approved centres.

21   Apply risk assessed quality assurance and control to all approved centres.

22   Operate a system for succession planning of its pool of external verifiers.

23   Operate a system for monitoring continuing professional development for both newly appointed and existing external verifiers.

24   Incorporate standards and relevant industry documentation within the vocational qualification where there is such statutory requirements to be satisfied (eg HSE, OFWAT, OFGEN).

25   Operates systems for sharing best practice with and between centres.

26   Offer opportunities for centres to contribute to, or keep up-to-date with, latest developments in qualification matters.

27   Operate a system which ensures there is consistency across geographical spread of approved centres.

28   Provide feedback, at least annually, to centres and EU Skills on issues related to the national occupational standards and their effectiveness in vocational qualifications.

29   Attend and contribute to the EU Skills Awarding Body Forum and E Forum.

APPENDIX A

Realistic Work environment (RWE) for Vocational Qualifications

Organisations wishing to operate a Realistic Work Environment must operate an environment which reflects a real work setting. This will ensure any competence achieved in this way will be sustained in a real employment. Where new national occupational standards are developed, EU Skills will use a decision matrix to determine the units where assessment of this type can be carried out.

The following contexts are illustrations where assessment in a realistic work environment might be used:

- Where demonstration of emergency shutdown and related safety procedures would be dangerous and/or disruptive to plant/environment/individuals; too costly such as total plant shutdown or dealing with spillage of dangerous substances; where issues of confidentiality restrict access to real work opportunities.

- Demonstrating specific aspects of the operation which rarely or never occur because of effective quality assurance systems.

- The capacity to integrate disparate knowledge to cope with unforeseen events and to solve problems.

- Aspects of working relationships and communications where no opportunity has been presented for the use of naturally occurring workplace evidence of learner's performance.

Conditions of assessment in a RWE

To undertake the assessment in a RWE the following conditions must be met:

1   Assessments must be carried out under realistic work pressures that are found in the normal industry workplace

2   Assessments must be carried out in conditions and facilities which are typical of those encountered in the normal industry workplace

3   The range of materials, equipment and tools that learners use must be up-to-date and be of the type routinely found in the normal industry workplace environments

4   All work carried out should be completed in a way, and to a timescale, that is acceptable in the normal industry workplace

5   Learners must interact with the range of personnel and contractors found in the normal industry workplace

6   Learners must be expected to achieve a volume of work comparable to that expected in the normal work situation being replicated

7   Learners must be given workplace responsibilities that will enable them to meet the requirements of the national occupational standards

8   Learners must show their productivity reflects that found in the work situation being replicated

9   The RWE must take into account legislation, regulations, codes of practice, etc, which pertain to the regulated environment

10   The RWE must be managed as a real work situation.

APPENDIX B

Simulated activities for Vocational Qualifications

Energy and Utility Skills defines simulated activities as those which are carried out without the environment resources or equipment found within the workplace and involve acting or other scenarios which are not 'real' work tasks. Where new national occupational standards are developed, EU Skills will advise where simulation might be used.

Conditions for simulation

The simulated situation can represent situations which rarely occur or are exceptional in any other way.

The people taking part in the simulation must have a brief which gives sufficient information to them to recognise the equivalent real situation and decide what they would do and say.

The people taking the parts of other personnel or contractors or customers must be credible for the situation that is being simulated

The simulated situation should not require the learners to experience unusually difficult circumstances which are outside the normal scope of the job role.

APPENDIX C

Assessors, independent assessors, internal verifier, external verifier competence requirements

The assessor, independent assessor, internal verifier, external verifier must:	Core requirements			
	A	**IV**	**EV**	**IA**
Demonstrate a high level of interpersonal and communication skills	*	*	*	
Have up-to-date knowledge of current practice and emerging issues within their industry and be aware there may be differences between the 4 UK countries	*	*	*	
Have a thorough understanding of the national occupational standards for the qualifications they are assessing or verifying and be able to interpret them and offer advice on assessment-related matters	*	*	*	
Show experience and working knowledge of the assessment and verification processes relating to the context in which they are working	*	*	*	
Demonstrate relevant, current and credible experience and knowledge with a requirement for evidence of CPD and occupational skills	*	*	*	*
Show they are able to act as an emissary of the awarding body and be able to facilitate consistency across centres			*	

The assessor, independent assessor, internal verifier, external verifier must:	Core requirements			
	A	**IV**	**EV**	**IA**
Have – or be working towards: • being qualified – Assessor or Verifier units plus CPD and operate to A and V standards (A or V Units/D Units) • qualifications/training that has been mapped to A and V Units by awarding bodies. An employer direct model as an alternative to assessors and verifiers achieving the A and V Units can be used. This model allows employer/alternative training, which is endorsed by the awarding body, to be used as a means of demonstrating assessor and verifier competence. Where this model is used EU Skills would require awarding bodies to have mapped the training against the A and V Unit competences to ensure that there is a direct match. • identified any gaps and ensured that alternative evidence to demonstrate full competence is provided. • provide written endorsement which indicates acceptance of the training as a direct equivalent to the A and V Units. Both the letter of endorsement and mapping of the employer/alternative training to the A and V Units will be required and reviewed by EU Skills and will also be reviewed by SQA Accreditation during the awarding body audit activity.	*	*	*	
Demonstrate a commitment to continuing professional development and to keeping abreast of the changing environment and practices in their industry	*	*	*	*

APPENDIX D

Witness testimony

EU Skills supports the use of witness testimony as a natural and effective way of contributing to a candidate's source of evidence of competence. Nonetheless, the quality of this type of evidence will be affected by knowledge the witness has about the vocational qualification requirements and their own competence in the occupational role.

As a minimum, witness should be:

- fully briefed and clear about the purpose and use of the testimony
- able to demonstrate they have the necessary expertise in the occupational area for which they are providing testimony.

Expert witnesses should be:

- occupationally competent in the functions covered by the units to which they are contributing. This competence will have been gained by working in the energy and utilities sector
- maintaining their occupational competence by engaging in continuing professional development activities to keep up-to-date with developments and changes taking place within energy and utilities sector
- working currently, or within the last year, in a post directly related to the vocational qualification units they are witnessing
- familiar with the national occupational standards and be able to interpret current working practices and technologies within the area of work
- have had an appropriate induction to the Energy and Utility Skills national occupational standards, the awarding body and assessment centre requirements and have ongoing support by way of access to updating and other issues connected with the qualifications.

WASTE SECTOR SPECIFIC REQUIREMENTS TO FINAL GENERIC ASSESSMENT STRATEGY

These are the current requirements for accredited vocational qualifications. They will remain in place until the certification end dates. Any requirements for new vocational qualifications will be discussed by EU Skills and the industry and agreed with the awarding body(ies) when the new qualifications are developed.

Assessors, independent assessors, internal verifier, external verifier competence requirements

The assessor, independent assessor, internal verifier, external verifier must:	Core requirements				
	A	IV	EV	IA	Waste (inc. recycling)
Demonstrate a high level* of interpersonal and communication skills	*	*	*		*
Have up-to-date knowledge of current practice and emerging issues within their industry and be aware there may be differences between the 4 UK countries	*	*	*		*
Have a thorough understanding of the national occupational standards for the qualifications they are assessing or verifying and be able to interpret them and offer advice on assessment-related matters	*	*	*		*
Show experience and working knowledge of the assessment and verification processes relating to the context in which they are working	*	*	*	*	*
Demonstrate they have relevant and credible technical and/or industrial experience not more than 5 years old – at a level relevant to their role and the award	*		*	*	*
Show they are able to act as an emissary of the awarding body and be able to facilitate consistency across centres			*		*
Have – or working towards being qualified – Assessor or Verifier units (A or V Units/D Units) or TQFE or TQSE for assessment or verification in Scotland and or the new training and development qualification at present in development	*	*	*		*

The assessor, independent assessor, internal verifier, external verifier must:	Core requirements				Waste (inc. recycling)
	A	**IV**	**EV**	**IA**	
Demonstrate a commitment to continuing professional development and to keeping abreast of the changing environment and practices in their industry.	*	*	*	*	*
Waste Management – N/SVQ L3 and L4 leading to a COTC (or equivalent awards) Have held at least one of the following posts: • management of a similar waste management facility • area management of direct operational management • working alongside site managers as a result of developing, auditing or commissioning operational facilities. **Waste Management – N/SVQ L1, L2, L3 and L4 not leading to a COTC** • Hold a supervisory grade in the category of award to be assessed or verified. • Have an approved qualification at least one level higher than the award they will assess or verify.	*	*			*

1. **ASSESSMENT OF CANDIDATE EVIDENCE**

2. **INDEPENDENT ASSESSMENT**

3. **ENHANCED EXTERNAL QUALITY ASSURANCE OF ASSESSMENT**

Waste Management Sector	
Independent assessment	The awarding body will operate a system for sampling specified units at all external verification visits. The units should be determined by perceived risk to the assessment process.
Enhanced external quality assurance of assessment	The awarding body will operate a system which ensures assessors will not assess candidates for whom they have line management responsibility or any unit for which they have been involved in training that candidate (this does not apply to mentoring-type activities) Where a centre cannot meet this requirement, the awarding body can agree 100% external verification for the following units: • ensure health and safety requirements are met in your area of responsibility.
Recycling	The awarding body must provide guidance to accompany each of the units 'Managing a budget' which ensures candidates who have previously achieved units 'Conduct an assessment of risks' (Unit G ENTO) and 'Ensure health and safety requirements are met in your area of responsibility' (MSC E6) within a lower level NVQ/SVQ demonstrate continuing competence at the higher level 7.

Realistic Work Environment Permitted Assessment

There are current requirements for accredited vocational qualifications. They remain in place until the certification end dates. Any requirements for new vocational qualifications will be discussed by EU Skills and the industry with the awarding body (ies) when new qualifications are developed.

Waste Management

Realistic work environment (RWE) may be used in these units:

Unit WO3 Comply with emergency procedures on waste management activities Added September 2009 Waste NOS review and Revision	Responding to accidents and emergency situations and minimising risk
WO12 Manually clear snow and treat highways and land for ice Added September 2009 Waste NOS review and Revision	Component 1 and 2 clearing and treating snow-affected highways

Simulated Environment Permitted Assessment

There are current requirements for accredited vocational qualifications. They remain in place until the certification end dates. Any requirements for new vocational qualifications will be discussed by EU Skills and the industry with the awarding body(ies) when new qualifications are developed.