

# **Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities**

## **Specification**

NVQ/Competence-based qualification

First registration June 2011

Issue 3

## **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](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 3. 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](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 978 1 446 93972 7

All the material in this publication is copyright  
© Pearson Education Limited 2017

## Summary of Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities specification Issue 3 changes

Summary of changes made between previous issue 2 and this current issue 3	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5-15
TQT value added	5-15
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
QCF references removed from unit titles and unit levels in all units	23 - 190

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](https://qualifications.pearson.com/en/support/contact-us.html).



# Contents

---

<b>Qualification title covered by this specification</b>	<b>1</b>
<b>Key features of the Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities</b>	<b>3</b>
What is the purpose of this qualification?	3
Who is this qualification for?	3
What are the benefits of this qualification to the learner and employer?	3
What are the potential job roles for those working towards this qualification?	3
What progression opportunities are available to learners who achieve this qualification?	4
<b>What is the qualification structure for the Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities?</b>	<b>5</b>
<b>How is the qualification graded and assessed?</b>	<b>17</b>
Assessment strategy	17
Types of evidence (to be read in conjunction with the assessment strategy in <i>Annexe C</i> )	18
<b>Centre recognition and approval</b>	<b>19</b>
Centre recognition	19
Approvals agreement	19
<b>Quality assurance</b>	<b>19</b>
<b>What resources are required?</b>	<b>19</b>
<b>Unit format</b>	<b>20</b>
<b>Units</b>	<b>21</b>
Unit 1: Promote sustainability and environmental good practice in the recycling industry	23
Unit 2: Develop relationships with colleagues and others	27
Unit 3: Comply with health and safety processes and procedures in the workplace	31
Unit 4: Encourage recycling services through promotion	37
Unit 5: Develop personal performance	41
Unit 6: Use mechanical handling equipment in the recycling industry	45
Unit 7: Select and use containers for recyclables and other materials	51
Unit 8: Carry out routine checks on plant and equipment used in recycling activities	57

Unit 9:	Maintain plant and equipment for the processing of recyclable and other materials	63
Unit 10:	Control the reception of recyclables and other materials	69
Unit 11:	Maintain the security of facilities and equipment used for recycling activities	75
Unit 12:	Collect recyclables and other materials	81
Unit 13:	Control the handover of recyclables and other materials	87
Unit 14:	Operate specialist plant and equipment for the processing of recyclables and other materials	93
Unit 15:	Control the movement of recyclables and other materials	99
Unit 16:	Control vehicle movements on recycling site	105
Unit 17:	Communicate with the public and others on recycling activities	111
Unit 18:	Operate a vehicle safely and efficiently during recycling activities	115
Unit 19:	Manual handling, lifting and moving of loads in a waste environment	121
Unit 20:	Plan, allocate and monitor work of a team	125
Unit 21:	Set objectives and provide support for team members	129
Unit 22:	Sort and prepare recyclables and other materials	133
Unit 23:	Sort and prepare recyclable materials for processing	139
Unit 24:	Deliver goods from a retail environment to the customer's delivery address	145
Unit 25:	Process payments for purchases in a retail environment	149
Unit 26:	Cash up in a retail environment	153
Unit 27:	Reduce security risks in a retail environment	157
Unit 28:	Resolve customer service problems	161
Unit 29:	Display stock to promote sales to customers in a retail environment	165
Unit 30:	Receive goods and materials into storage in a retail environment	171
Unit 31:	Place goods and materials into storage in a retail environment	175
Unit 32:	Assemble products for display in a retail environment	179
Unit 33:	Supervise the receipt, storage or dispatch of goods	183
Unit 34:	Sort goods and materials for recycling or disposal in logistics operations	187
<b>Further information and useful publications</b>		<b>190</b>
<b>Professional development and training</b>		<b>191</b>
<b>Contact us</b>		<b>192</b>
	How to obtain National Occupational Standards	192
<b>Annexe A: Quality assurance</b>		<b>193</b>

Key principles of quality assurance	193
Quality assurance processes	193
<b>Annexe B: Centre certification and registration</b>	<b>195</b>
What are the access arrangements and special considerations for the qualification in this specification?	195
<b>Annexe C: Assessment strategy</b>	<b>197</b>





## Qualification title covered by this specification

---

This specification gives you the information you need to offer the Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Regulation start date</b>	<b>Operational start date</b>
Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities	600/1718/1	01/06/2011	01/06/2011

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. 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.

## **Total Qualification Time (TQT)**

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require 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, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

BTEC Professional qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma – a qualification with a TQT value of 370 or more

# Key features of the Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities

---

This qualification:

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

The Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities has been approved as a component for the Intermediate Level Apprenticeship in Sustainable Resource Management.

## What is the purpose of this qualification?

Learners who achieve this qualification will demonstrate the skills, competence and knowledge required to undertake recycling activities in accordance with employment requirements.

## 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(s).

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

The qualification contributes 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?

Within the industry, potential job roles include:

- manual/mechanical street cleaner
- recyclables/waste collection driver
- refuse/recyclables collection loader
- transfer station operative
- compost operative

- materials recycling facility operative
- household waste recycling operative
- recycling operative (waste electrical and electronic equipment).

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

Learners can progress into a wide range of job roles relating to the collection, transfer, treatment and final disposal of waste and resources.

# What is the qualification structure for the Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities?

---

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

Learners must complete all five mandatory units (which total 22 credits), **plus** either the general route, or one of the five possible pathways.

The minimum total credit for the qualification is 37. If learners choose any of the five pathways, the title of the pathway group will appear on their final certificate.

## Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities

Learners must complete all five mandatory units (22 credits), plus a minimum of five optional units for the general route. A total of 37 credits (minimum) TQT 370 Hours, GLH 296.

Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities			
Unit	Mandatory units	Credit	Level
1	Promote sustainability and environmental good practice in the recycling industry	10	3
2	Develop relationships with colleagues and others	4	2
3	Comply with health and safety processes and procedures in the workplace	3	2
4	Encourage recycling services through promotion	2	2
5	Develop personal performance	3	2
Unit	Optional units for the general route A minimum of five units must be taken:	Credit	Level
6	Use mechanical handling equipment in the recycling industry	7	3
7	Select and use containers for recyclables and other materials	6	3
8	Carry out routine checks on plant and equipment used in recycling activities	3	2
9	Maintain plant and equipment for the processing of recyclable and other materials	7	2
10	Control the reception of recyclables and other materials	6	2
11	Maintain the security of facilities and equipment used for recycling activities	3	2
12	Collect recyclables and other materials	4	2

<b>Unit</b>	<b>Optional Units for the General Route (continued)</b>	<b>Credit</b>	<b>Level</b>
13	Control the handover of recyclables and other materials	4	2
14	Operate specialist plant and equipment for the processing of recyclables and other materials	6	2
15	Control the movement of recyclables and other materials	7	3
16	Control vehicle movements on recycling site	6	2
17	Communicate with the public and others on recycling activities	3	2
18	Operate a vehicle safely and efficiently during recycling activities	4	2
19	Manual handling, lifting and moving of loads in a waste environment	2	1
20	Plan, allocate and monitor work of a team	5	3
21	Set objectives and provide support for team members	5	3
22	Sort and prepare recyclables and other materials	6	3

Centres should be aware that within this Level 2 qualification, learners will be required to meet the demands of units at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

## Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Collection)

Learners must complete all seven mandatory units (32 credits), plus a minimum of three optional units for the collection pathway. A total of 40 credits (minimum) TQT 400 Hours.

<b>Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Collection)</b>			
<b>Unit</b>	<b>Mandatory units (collection pathway)</b>	<b>Credit</b>	<b>Level</b>
1	Promote sustainability and environmental good practice in the recycling industry	10	3
2	Develop relationships with colleagues and others	4	2
3	Comply with health and safety processes and procedures in the workplace	3	2
4	Encourage recycling services through promotion	2	2
5	Develop personal performance	3	2
22	Sort and prepare recyclables and other materials	6	3
12	Collect recyclables and other materials	4	2
<b>Unit</b>	<b>Optional units (collection pathway)</b> <b>A minimum of three units must be taken:</b>	<b>Credit</b>	<b>Level</b>
6	Use mechanical handling equipment in the recycling industry	7	3
7	Select and use containers for recyclables and other materials	6	3
8	Carry out routine checks on plant and equipment used in recycling activities	3	2
11	Maintain the security of facilities and equipment used for recycling activities	3	2
13	Control the handover of recyclables and other materials	4	2
15	Control the movement of recyclables and other materials	7	3
17	Communicate with the public and others on recycling activities	3	2
18	Operate a vehicle safely and efficiently during recycling activities	4	2
19	Manual handling, lifting and moving of loads in a waste environment	2	1

<b>Unit</b>	<b>Optional units (collection pathway) (continued)</b>	<b>Credit</b>	<b>Level</b>
20	Plan, allocate and monitor work of a team	5	3
21	Set objectives and provide support for team members	5	3

Centres should be aware that within this Level 2 qualification, learners will be required to meet the demands of units at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.



## Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Reception and Segregation)

Learners must complete all seven mandatory units (34 credits), plus a minimum of three optional units for the reception and segregation pathway. A total of 42 credits (minimum) TQT 420 Shares.

<b>Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Reception and Segregation)</b>			
<b>Unit</b>	<b>Mandatory units (reception and segregation pathway)</b>	<b>Credit</b>	<b>Level</b>
1	Promote sustainability and environmental good practice in the recycling industry	10	3
2	Develop relationships with colleagues and others	4	2
3	Comply with health and safety processes and procedures in the workplace	3	2
4	Encourage recycling services through promotion	2	2
5	Develop personal performance	3	2
10	Control the reception of recyclables and other materials	6	2
22	Sort and prepare recyclables and other materials	6	3
<b>Unit</b>	<b>Optional units (reception and segregation pathway)</b> <b>A minimum of three units must be taken:</b>	<b>Credit</b>	<b>Level</b>
6	Use mechanical handling equipment in the recycling industry	7	3
7	Select and use containers for recyclables and other materials	6	3
8	Carry out routine checks on plant and equipment used in recycling activities	3	2
9	Maintain plant and equipment for the processing of recyclable and other materials	7	2
11	Maintain the security of facilities and equipment used for recycling activities	3	2
13	Control the handover of recyclables and other materials	4	2
14	Operate specialist plant and equipment for the processing of recyclables and other materials	6	2
15	Control the movement of recyclables and other materials	7	3
16	Control vehicle movements on recycling site	6	2

<b>Unit</b>	<b>Optional units (reception and segregation pathway) (<i>continued</i>)</b>	<b>Credit</b>	<b>Level</b>
17	Communicate with the public and others on recycling activities	3	2
18	Operate a vehicle safely and efficiently during recycling activities	4	2
19	Manual handling, lifting and moving of loads in a waste environment	2	1
20	Plan, allocate and monitor work of a team	5	3
21	Set objectives and provide support for team members	5	3

Centres should be aware that within this Level 2 qualification, learners will be required to meet the demands of units at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

## Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Processing)

Learners must complete all seven mandatory units (34 credits), plus a minimum of three optional units for the processing pathway. A total of 42 credits (minimum) TQT 420 Hours.

<b>Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Processing)</b>			
<b>Unit</b>	<b>Mandatory units (processing pathway)</b>	<b>Credit</b>	<b>Level</b>
1	Promote sustainability and environmental good practice in the recycling industry	10	3
2	Develop relationships with colleagues and others	4	2
3	Comply with health and safety processes and procedures in the workplace	3	2
4	Encourage recycling services through promotion	2	2
5	Develop personal performance	3	2
22	Sort and prepare recyclables and other materials	6	3
14	Operate specialist plant and equipment for the processing of recyclables and other materials	6	2
<b>Unit</b>	<b>Optional units (processing pathway)</b> <b>A minimum of three units must be taken:</b>	<b>Credit</b>	<b>Level</b>
6	Use mechanical handling equipment in the recycling industry	7	3
8	Carry out routine checks on plant and equipment used in recycling activities	3	2
9	Maintain plant and equipment for the processing of recyclable and other materials	7	2
11	Maintain the security of facilities and equipment used for recycling activities	3	2
13	Control the handover of recyclables and other materials	4	2
16	Control vehicle movements on recycling site	6	2
17	Communicate with the public and others on recycling activities	3	2
19	Manual handling, lifting and moving of loads in a waste environment	2	1
21	Set objectives and provide support for team members	5	3

Centres should be aware that within this Level 2 qualification, learners will be required to meet the demands of units at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

## Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Waste Electronic and Electrical Equipment)

Learners must complete all seven mandatory units (34 credits), plus a minimum of three optional units for the waste electronic and electrical equipment pathway. A total of 42 credits (minimum), TQT 420.

<b>Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Waste Electronic and Electrical Equipment)</b>			
<b>Unit</b>	<b>Mandatory units (waste electronic and electrical equipment pathway)</b>	<b>Credit</b>	<b>Level</b>
1	Promote sustainability and environmental good practice in the recycling industry	10	3
2	Develop relationships with colleagues and others	4	2
3	Comply with health and safety processes and procedures in the workplace	3	2
4	Encourage recycling services through promotion	2	2
5	Develop personal performance	3	2
22	Sort and prepare recyclables and other materials	6	3
10	Control the reception of recyclables and other materials	6	2
<b>Unit</b>	<b>Optional units (waste electronic and electrical equipment pathway)</b> <b>A minimum of three units must be taken:</b>	<b>Credit</b>	<b>Level</b>
6	Use mechanical handling equipment in the recycling industry	7	3
7	Select and use containers for recyclables and other materials	6	3
8	Carry out routine checks on plant and equipment used in recycling activities	3	2
11	Maintain the security of facilities and equipment used for recycling activities	3	2
12	Collect recyclables and other materials	4	2
13	Control the handover of recyclables and other materials	4	2
14	Operate specialist plant and equipment for the processing of recyclables and other materials	6	2
16	Control vehicle movements on recycling site	6	2
17	Communicate with the public and others on recycling activities	3	2

<b>Unit</b>	<b>Optional units (waste electronic and electrical equipment pathway) (<i>continued</i>)</b>	<b>Credit</b>	<b>Level</b>
18	Operate a vehicle safely and efficiently during recycling activities	4	2
19	Manual handling, lifting and moving of loads in a waste environment	2	1
20	Plan, allocate and monitor work of a team	5	3
21	Set objectives and provide support for team members	5	3

Centres should be aware that within this Level 2 qualification, learners will be required to meet the demands of units at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

## Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Reuse)

Learners must complete all five mandatory units (22 credits), plus a minimum of three optional units for the reuse pathway. A total of 37 credits (minimum), TQT 307.

Learners must achieve 15 credits from the optional groups, ensuring that at least 2 credits are from optional Group A and 8 credits are from optional Group B. The remaining 5 credits can be taken from either group.

<b>Pearson Edexcel Level 2 Diploma for Sustainable Recycling Activities (Reuse Pathway)</b>			
<b>Unit</b>	<b>Mandatory units</b>	<b>Credit</b>	<b>Level</b>
1	Promote sustainability and environmental good practice in the recycling industry	10	3
2	Develop relationships with colleagues and others	4	2
3	Comply with health and safety processes and procedures in the workplace	3	2
4	Encourage recycling services through promotion	2	2
5	Develop personal performance	3	2
<b>Unit</b>	<b>Optional Group A (reuse pathway)</b>	<b>Credit</b>	<b>Level</b>
8	Carry out routine checks on plant and equipment used in recycling activities	3	2
17	Communicate with the public and others on recycling activities	3	2
18	Operate a vehicle safely and efficiently during recycling activities	4	2
19	Manual handling, lifting and moving of loads in a waste environment	2	1
20	Plan, allocate and monitor work of a team	5	3
21	Set objectives and provide support for team members	5	3
23	Sort and prepare recyclable materials for processing	5	2
<b>Unit</b>	<b>Optional Group B (reuse pathway)</b>	<b>Credit</b>	<b>Level</b>
24	Deliver goods from a retail environment to the customer's delivery address	3	2
25	Process payments for purchases in a retail environment	4	2
26	Cash up in a retail environment	2	2
27	Reduce security risks in a retail environment	5	2

<b>Unit</b>	<b>Optional Group B (reuse pathway) (continued)</b>	<b>Credit</b>	<b>Level</b>
28	Resolve customer service problems	6	2
29	Display stock to promote sales to customers in a retail environment	5	2
30	Receive goods and materials into storage in a retail environment	4	2
31	Place goods and materials into storage in a retail environment	4	2
32	Assemble products for display in a retail environment	2	2
33	Supervise the receipt, storage or dispatch of goods	6	3
34	Sort goods and materials for recycling or disposal in logistics operations	3	2

Centres should be aware that within this Level 2 qualification, learners will be required to meet the demands of units at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.



## 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 qualifications are 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 strategy

The assessment strategy for these qualifications has been included in *Annexe C*. It has 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:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	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 our website [qualifications.pearson.com](http://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 Pearson 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?

---

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

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					<b>Level</b> All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					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.
<b>Guided learning hours:</b>					<b>Guided learning hours</b> 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.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			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:** **Promote sustainability and environmental good practice in the recycling industry**

**Unit reference number:** A/602/0891

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 36

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Work in line with environmental practices	1.1 Select and use equipment and materials that will minimise environmental impact			
		1.2 Make sure work is carried out in accordance with organisational procedures and practices			
		1.3 Recognise any environmental impact and take action			
		1.4 Identify improvements to procedures and practices in terms of environmental good practice and take action within own area of responsibility			
		1.5 Work with recyclables and other materials safely and according to organisational procedures and practices			
		1.6 Report environmental incidents promptly and accurately and in accordance with organisational procedures and practices			
2	Use and communicate data and information	2.1 Report pollution incidents to the correct people			
		2.2 Refer matters outside responsibility to the correct person			
		2.3 Keep accurate, legible, complete and up to date records on routine and non-routine matters			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Resolve environmental problems that occur	3.1 Handle pollution incidents in accordance with organisational procedures and practices			
		3.2 Resolve unsound environmental behaviour in accordance with your responsibilities and workplace procedures			
		3.3 Resolve day-to-day problems within your area of responsibility			
4	Work in a manner which underpins effective performance	4.1 Demonstrate vigilance to potential risks and hazards			
		4.2 Demonstrate being open to new ways of working			
5	Understand the regulation procedures and requirements for recycling	5.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		5.2 Explain the safe procedures for handling hazardous materials			
		5.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		5.4 Describe the organisational accident and incident recording and reporting procedures			
6	Understand environmental good practice	6.1 State the methods for minimising environmental impact during work, including the storage of waste and how to recognise and resolve pollution incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.2 Describe the suitable choice of materials and equipment given the nature of the work activity, and its potential impact on the environment</p> <p>6.3 Explain the ways in which tools and materials should be used in order to minimise environmental impact</p> <p>6.4 Describe the organisational and legislative requirements in terms of minimising environmental impact</p> <p>6.5 State the types of damage that may occur, the impact this can have on the environment, and the corrective actions to be taken</p> <p>6.6 Explain how to recognise major incidents and the importance of prompt, accurate reporting</p> <p>6.7 Describe the limits of your own capabilities with regard to pollution incidents</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## Unit 2:

## Develop relationships with colleagues and others

Unit reference number: F/602/0889

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 40

## Assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Establish and maintain working relationships with colleagues and others	1.1			
		Communicate with colleagues, associates, managers, supervisors, customers and members of the general public in a manner that promotes good will			
		1.2			
		Respond to reasonable requests positively and in a timely manner			
		1.3			
2	Use and communicate data and information	Offer support and assistance to colleagues and associates who appear to be in work-related difficulties			
		1.4			
		Refer all unresolved matters likely to result in a breakdown of working relationships to the correct person			
		1.5			
		Co-operate with others to identify solutions to problems			
2	Use and communicate data and information	2.1			
		Discuss opportunities to improve working practices with colleagues and others			
		2.2			
		Follow organisational procedures for communicating information to other people			
		2.3			
		Maintain records in accordance with organisational requirements			
		2.4			
		Check with correct personnel any circumstances where information appears to be incorrect			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Use organisational information systems to record and store data and information			
		2.6 Respond courteously to colleagues and others in a style that meets the circumstances			
3	Resolve problems which could damage effective relationships	3.1 Act promptly on problems within the limits of own responsibility			
		3.2 Refer problems and conditions outside own responsibility using organisational procedures			
4	Work in a manner which underpins effective performance	4.1 Demonstrate vigilance to potential risks and hazards			
		4.2 Demonstrate being receptive to new ways of working			
5	Understand the regulation procedures and requirements for recycling	5.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		5.2 State the safe procedures for handling hazardous materials			
		5.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		5.4 Describe the organisational accident and incident recording and reporting procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to develop and maintain working relationships	6.1 Explain why good working relationships and communications are important			
		6.2 Explain the ways in which good working relationships can be maintained			
		6.3 Explain the need to support changes in working practices			
		6.4 Explain the methods of working effectively with others			
		6.5 Explain the methods for dealing with conflicts within the workplace			
		6.6 Explain own level of responsibility in relation to dealing with disagreements			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

**Unit 3:** **Comply with health and safety processes and procedures in the workplace**

**Unit reference number:** L/602/0913

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 30

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Monitor and maintain health and safety in the workplace during recycling activities	<p>1.1 Implement site-specific risk assessments for your area of work and review in accordance with company procedures</p> <p>1.2 Wear PPE identified in the risk assessment, and store in appropriate place when not in use</p> <p>1.3 Carry out specified measures to control risks and hazards</p> <p>1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations</p> <p>1.5 Behave in a manner that minimises risks and hazards to yourself and others</p>			
2	Maintain the safety of plant, equipment and the working environment	<p>2.1 Use equipment and materials in accordance with organisational procedures and practices</p> <p>2.2 Move any equipment and materials in accordance with organisational procedures and practices and store them correctly at an appropriate location when not in use</p> <p>2.3 Handle recyclables and other materials in accordance with organisational procedures and practice</p> <p>2.4 Shut down and immobilise plant in accordance with organisational procedures and practices</p>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Follow emergency procedures without deviation when an alarm is raised			
		2.6 Maintain security within the workplace in accordance with organisational procedures and practices and within own area of responsibility			
		2.7 Locate emergency exits and emergency equipment and know how to use them			
3	Use and communicate data and information	3.1 Record and report incidents according to organisational procedures and practices 3.2 Report unsafe plant, equipment and hazardous situations outside own area of responsibility 3.3 Provide health and safety information to others in accordance with organisational procedures and practices 3.4 Keep accurate and up-to-date records on routine and non-routine matters, and ensure they are legible and complete			
4	Resolve problems that could affect the safe working environment	4.1 Take action where incidents affect the health and safety of self and others 4.2 Act on unsafe behaviour in accordance with own area of responsibilities and workplace procedures 4.3 Resolve routine problems within own area of responsibility 4.4 Refer matters outside own area of responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards			
		5.2 Demonstrate being receptive to new ways of working			
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand health and safety in the recycling industry	7.1	State the hazards that are likely to occur in the workplace and the risks those hazards pose		
		7.2	Describe own role and responsibilities for health and safety in the workplace under organisational policy and legislation		
		7.3	Explain the reasons for informing others of own whereabouts when working in isolation or remote locations		
		7.4	Describe how to deal with health and safety emergencies		
		7.5	Explain why the procedures to take for specific emergencies may be affected by their location		
		7.6	Describe the basic emergency first aid procedures		
		7.7	State the correct methods of storage of recyclables and other materials		
		7.8	Explain how to move and store equipment and materials safely		
		7.9	Explain how to immobilise machinery and plant		
		7.10	Describe the methods for minimising environmental impact whilst maintaining health and safety in the workplace		
		7.11	Explain why accidents and incidents should be reported without delay and recorded		

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 4:** **Encourage recycling services through promotion**

**Unit reference number:** M/602/0886

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 20

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Promote recycling services to colleagues and others	1.1 Promote the reduction, reuse and recycling of recyclables and other materials to colleagues and others			
		1.2 Promote the organisation's recycling objectives and the ways in which people can become involved			
		1.3 Encourage all to use recycling services			
2	Use and communicate data and information	2.1 Advise people of the location of recycling facilities			
		2.2 Advise people of the benefits of recycling			
		2.3 Provide information and guidance on all matters within own area of responsibility			
3	Resolve problems which could affect the recycling of materials	3.1 Deal with unsafe behaviour in accordance with own responsibilities and workplace procedures			
		3.2 Resolve day-to-day problems within own area of responsibility			
		3.3 Refer matters outside own area of responsibility to an appropriate person			
4	Work in a manner which underpins effective performance	4.1 Demonstrate vigilance to potential risks and hazards			
		4.2 Demonstrate being open to new ways of working			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand the regulation procedures and requirements for recycling	5.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		5.2 Explain the safe procedures for handling hazardous materials			
		5.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		5.4 Describe the organisational accident and incident recording and reporting procedures			
6	Understand Recycling Services	6.1 Describe the range of recycling services that exist and their respective objectives			
		6.2 Describe the 'reduce, reuse, recycle' management hierarchy			
		6.3 Describe the roles and responsibilities of local and national authorities in meeting national and local recycling targets			
		6.4 State the range of different methods that may be used in recycling			
		6.5 Explain the implications for their work on health and safety, environmental legislation and regulations			
		6.6 Describe the organisation's procedures for promoting recycling			
		6.7 State the sources of information and guidance on recycling			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 5: Develop personal performance**

**Unit reference number:** T/602/0890

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 30

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Develop, implement and review personal performance plan	1.1 Agree personal performance plan			
		1.2 Seek advice if clarification is required concerning specific tasks			
		1.3 Agree development needs and methods of meeting these needs			
		1.4 Develop personal performance according to own needs in accordance with organisational procedures and practices			
		1.5 Review own personal performance with the correct person			
2	Resolve problems that could affect personal performance	2.1 Resolve routine matters within own area of responsibility			
		2.2 Refer matters outside own area of responsibility			
3	Work in a manner which underpins effective performance	3.1 Demonstrate vigilance to potential risks and hazards			
		3.2 Demonstrate being receptive to new ways of working			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand the regulation procedures and requirements for recycling	4.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		4.2 Explain the safe procedures for handling hazardous materials			
		4.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		4.4 Describe the organisational accident and incident recording and reporting procedures			
5	Know how to improve personal performance	5.1 Describe the tasks and activities in own area of responsibility			
		5.2 State the limits of own responsibility in relations to specific tasks and activities			
		5.3 State from whom to seek advice in relation to specific tasks and activities			
		5.4 Explain the correct procedures for obtaining advice			
		5.5 Explain the risks involved in not obtaining advice where there is uncertainty about specific tasks and activities			
		5.6 Describe how to determine and agree development needs and personal targets			
		5.7 State the reasons why personal performance should be reviewed			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 6:**                      **Use mechanical handling  
equipment in the recycling  
industry**

**Unit reference number:**    A/602/0888

**Level:**                                3

**Credit value:**                    7

**Guided learning hours:**       41

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Work in accordance with health and safety procedures and risk assessments	1.1 Implement site-specific risk assessments in own area of work and review in accordance with company procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to handle unfamiliar risks and hazards arising from non-routine work situations			
2	Mechanically handle recyclables and other materials	2.1 Identify recyclable and other materials to be transferred as instructed			
		2.2 Make sure that the mechanical handling equipment and its attachments or accessories are right for the task			
		2.3 Use equipment in accordance with organisational procedures and practices			
		2.4 Make sure the load is stable and within the capacity of the equipment			
		2.5 Monitor the stability and containment of the load and working surface in the loading area			
		2.6 Make sure no new risks or hazards arise due to the movement of the load			
		2.7 Maintain the safety of the workplace in accordance with organisational procedures and practices			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Use and communicate data and information	3.1 Report unsafe plant, equipment and hazardous situations			
		3.2 Give health and safety information to others in accordance with approved procedures and practices			
		3.3 Keep other persons fully informed if such measures are inadequate			
		3.4 Keep accurate and up-to-date records on routine and non-routine matters, and make sure they are legible and complete			
4	Resolve problems that could affect health and safety	4.1 Act on unsafe behaviour in accordance with own responsibilities and workplace procedures			
		4.2 Resolve routine problems within own area of responsibility			
		4.3 Refer matters outside own area of responsibility			
		4.4 Leave the working area clean, tidy and safe at the end of activities			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards			
		5.2 Demonstrate being receptive to new ways of working			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			
7	Understand mechanical handling procedures	7.1 State the physical and handling characteristics of recyclables and other materials			
		7.2 Explain the importance of monitoring the stability of the load			
		7.3 Describe the techniques of handling loads appropriate to the nature of the recyclable and other material			
		7.4 Explain why it is important to assess ground conditions in the loading area			
		7.5 State the possibility of vehicle or pedestrian traffic in the loading area and necessary precautions to take			
		7.6 Explain the potential for damage to buildings or other structures during handling loads			
		7.7 Explain the potential for distortion or movement of the load whilst handling			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.8 Describe the hazards of the materials to be handled 7.9 Explain the different techniques of moving safely both loaded and unloaded 7.10 Explain the importance of any documentation associated with the handling of a load			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 7: Select and use containers for recyclables and other materials**

**Unit reference number:** A/602/0907

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 33

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments for own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
2	Select and use containers and dispose of recyclables and other materials	2.1 Identify and select correct containers for recyclables and other materials and label accordingly			
		2.2 Record and resolve defects in accordance with organisational procedures and practices			
		2.3 Ensure that vehicle loading and unloading complies with organisational procedures and practices			
		2.4 Ensure that containers are positioned in accordance with organisational procedures and practices			
		2.5 Use equipment and materials in accordance with organisational procedures and practices			
		2.6 Move any equipment and materials in accordance with organisational procedures and practices and store them correctly			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.7 Handle recyclable and other materials in accordance with organisational procedures and practices			
		2.8 Maintain the workplace in accordance with organisational procedures and practices			
3	Use and communicate data and information	3.1 Report unsafe plant, equipment and hazardous situations outside own area of responsibility to the correct person 3.2 Provide health and safety information to others in accordance with organisational procedures and practices 3.3 Keep other persons fully informed if such measures are inadequate 3.4 Keep accurate, up-to-date, legible and complete records on routine and non-routine matters			
4	Resolve problems which could affect health and safety	4.1 Resolve unsafe behaviour in accordance with own responsibilities and workplace procedures 4.2 Resolve routine problems within own area of responsibility 4.3 Refer matters outside own responsibility			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards 5.2 Demonstrate being receptive to new ways of working			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment (PPE) and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			
7	Know how to select and use containers for recycling materials	7.1 State the hazards that are likely to occur in the workplace and the risks those hazards pose			
		7.2 Describe the organisational procedures and practices with regard to ensuring the security of the workplace			
		7.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation			
		7.4 Describe the nature and characteristics of containers and how to select containers suitable for requirements			
		7.5 Describe the nature of defects, the importance of identification and methods for rectifying where permitted, including the procedure for containers beyond local repair			
		7.6 Explain documentation procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 Describe the importance of loading and unloading containers to and from vehicles safely</p> <p>7.8 Describe the importance of selecting and using appropriate personal protective equipment correctly</p> <p>7.9 Explain how to operate handling equipment correctly</p> <p>7.10 Describe the different forms of recyclable and other materials and correct methods of storage for transporting</p> <p>7.11 Explain how to transport and store equipment and materials safely</p> <p>7.12 Describe the relationship between security and safety within the workplace</p> <p>7.13 Explain how and why accidents should be reported</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)





<b>Unit reference number:</b>	D/602/0902
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	30

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments for own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
2	Inspect recycling plant and equipment for defects or damage	2.1 Carry out physical inspection of recycling plant and equipment in accordance with organisational procedures and practices			
		2.2 Check and top up consumables using the specified materials and equipment, making sure consumables and equipment are free from contamination			
		2.3 Check the suitability and safety of equipment and tools, identify any damage and take correct action in accordance with organisational procedures and practices			
		2.4 Make sure damaged equipment and tools are moved to a secure location			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Use, move and store equipment and materials in accordance with organisational procedures and practices			
		2.6 Maintain the safety of the workplace in accordance with organisational procedures and practices			
3	Use and communicate data and information	3.1 Report unsafe plant, equipment and hazardous situations to the correct person 3.2 Provide health and safety information to others in accordance with organisational procedures and practices 3.3 Keep other persons fully informed if such measures are inadequate 3.4 Keep accurate, legible and complete and up-to-date records on routine and non-routine matters, and ensure they are			
4	Resolve problems that could affect the task at hand	4.1 Act on unsafe behaviour in accordance with own responsibilities and workplace procedures 4.2 Resolve routine problems within own area of responsibility 4.3 Refer matters outside own area of responsibility			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards 5.2 Demonstrate being receptive to new ways of working			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			
7	Inspect recycling plant and equipment for defects or damage	7.1 Explain the hazards that are likely to occur in the workplace and the risks those hazards pose			
		7.2 Describe the organisational procedures and practices with regard to maintaining the safety of the workplace			
		7.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation			
		7.4 Explain the importance of following manufacturers and organisational instructions and the potential consequences and risks of not doing so			
		7.5 Explain the importance of preventative maintenance			
		7.6 List the items that need to be checked for a specific item of plant or equipment			
		7.7 Describe the items essential for safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.8 Explain how to identify any missing items, damage that would interfere with the effective operation of the plant or equipment or affect safety</p> <p>7.9 State the remedial action permitted to be carried out within own area of responsibility</p> <p>7.10 Explain the procedures to be followed for plant or equipment not operating effectively</p> <p>7.11 Explain the procedures for reporting damage</p> <p>7.12 State own responsibility with regard to statutory requirements</p> <p>7.13 Explain own area of responsibility with regard to correcting damage or missing items</p> <p>7.14 Explain how and why accidents should be reported</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



**Unit 9:** **Maintain plant and equipment for the processing of recyclable and other materials**

**Unit reference number:** F/602/0892

**Level:** 2

**Credit value:** 7

**Guided learning hours:** 70

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments in own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Make sure the work area is safe for the cleaning and maintenance activity			
		1.5 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
		1.6 Dispose of cleaning fluids, residues and other materials in accordance with organisational procedures			
2	Be able to maintain plant and equipment	2.1 Make sure the work area and plant and equipment are cleaned in accordance with organisational procedures			
		2.2 Make sure that organisational procedures are followed prior to undertaking any maintenance activity			
		2.3 Record damaged or faulty plant and equipment, and report them to the correct person			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Replace worn or defective parts within the limits of own authority</p> <p>2.5 Check operation of the plant and equipment in accordance with organisational procedures and practices</p> <p>2.6 Use plant and equipment in accordance with organisational procedures and practices</p> <p>2.7 Move and store plant and equipment in accordance with organisational procedures and practices</p> <p>2.8 Handle recyclable and other materials in accordance with organisational procedures and practices</p> <p>2.9 Maintain the security of the workplace in accordance with organisational procedures and practices</p>			
<p>3 Use and communicate data and information</p>	<p>3.1 Report, to the correct person, unsafe plant, equipment and hazardous situations</p> <p>3.2 Provide health and safety information to others in accordance with organisational procedures and practices</p> <p>3.3 Keep accurate and up-to-date records on routine and non-routine matters, and ensure they are legible and complete</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Resolve problems which could affect the maintenance of plant and equipment	4.1 Report unsafe behaviour in accordance with own responsibilities and workplace procedures			
		4.2 Resolve day-to-day problems within own area of responsibility			
		4.3 Refer matters outside own area of responsibility to the designated people			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards			
		5.2 Demonstrate pride in achieving high quality work			
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Know how to maintain plant and equipment for the processing of recyclable and other materials	7.1 Explain the hazards that are likely to occur in the workplace and the risks those hazards pose			
		7.2 Describe the organisational procedures and practices with regard to maintaining the security of the workplace			
		7.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation			
		7.4 Explain why inadequate measures to control risks should be reported and that corrective action needs to be taken			
		7.5 Describe the importance of following manufacturers and organisational instructions and the potential consequences and risks of not doing so			
		7.6 Explain how to isolate and make equipment safe prior to undertaking maintenance			
		7.7 Describe the components that need special treatment and the nature of that treatment			
		7.8 Describe the items that need dismantling prior to cleaning and maintenance, and their reassembly			
		7.9 Describe the range of tools and equipment for cleaning and maintenance of plant and equipment			
		7.10 Describe the relevant regulations for cleaning and maintenance processes			
		7.11 State the hazards of the cleaning and maintenance processes and ways to minimise them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.12 Explain the environmentally safe way to dispose of fluids, residues and other materials 7.13 State the emergency procedures related to cleaning and maintenance operations 7.14 Explain the cleaning, checking and operator maintenance procedures 7.15 Describe the component dismantling and reassembly procedures 7.16 Describe the cleaning and maintenance records 7.17 State the expected performance of the equipment 7.18 State the procedures for requesting further assistance 7.19 Explain how to transport and store equipment and materials safely 7.20 Explain how and why accidents should be reported			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 10: Control the reception of recyclables and other materials**

**Unit reference number:** H/602/0884

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 60

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Receive recyclables and other materials	1.1 Implement site-specific risk assessments for own area of work and review in accordance with company procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situation			
		1.5 Follow organisational procedures and practices to carry out the reception of recyclables and other materials			
		1.6 Process unacceptable materials in accordance with organisational procedures and practices			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Use and communicate data and information	2.1	Provide health and safety information to others in accordance with organisational procedures and practices		
		2.2	Make sure that all information for the handover is received and understanding of information is clarified		
		2.3	Report and chase up any missing information		
		2.4	Confirm acceptance of responsibility of recyclables and other materials		
		2.5	Report unacceptable materials in accordance with organisational procedures		
		2.6	Process unacceptable documentation in accordance with organisational procedures and practices		
		2.7	Keep accurate, legible, complete and up-to-date records on routine and non-routine matters		
3	Resolve problems which could affect health and safety	3.1	Report unsafe plant, equipment and hazardous situations outside own area of responsibility to the correct person		
		3.2	Resolve unsafe behaviour in accordance with own responsibilities and workplace procedures		
		3.3	Resolve routine problems within own area of responsibility		
		3.4	Refer matters outside own area of responsibility to the correct person		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Work in a manner which underpins effective performance	4.1 Demonstrate vigilance to potential risks and hazards			
		4.2 Demonstrate being receptive to new ways of working			
5	Understand the regulation procedures and requirements for recycling	5.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		5.2 Explain the safe procedures for handling hazardous materials			
		5.3 State the types of use of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		5.4 Describe the organisational accident and incident recording and reporting procedures			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to control the reception of recyclables and other materials	6.1 Describe the hazards that are likely to occur in the workplace and the risks those hazards pose			
		6.2 Describe the organisational procedures and practices with regard to ensuring the safety of the workplace			
		6.3 State own role and responsibilities for health and safety in the workplace in accordance with organisational policy and legislation			
		6.4 Explain the importance of following organisational instructions and the potential consequences and risks of not doing so			
		6.5 Explain the different types of recyclables and other materials reception documentation and procedures			
		6.6 State own responsibilities for receiving, understanding and clarifying information			
		6.7 State who to report to if any documentation is missing			
		6.8 Describe the implications of relevant legislation			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



**Unit 11:** **Maintain the security of facilities and equipment used for recycling activities**

**Unit reference number:** J/602/0893

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 30

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments in own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
2	Be able to maintain the security of facilities and equipment	2.1 Maintain the security of the workplace in accordance with organisational procedures and practices			
		2.2 Make sure that correct entering and leaving procedures are followed in accordance with organisational procedures and practices			
		2.3 Make sure that suspicious occurrences are reported immediately			
		2.4 Identify actual and potential breaches of security and report them immediately to an appropriate person			
		2.5 Make sure that equipment and materials used for work are safely and securely stored in accordance with organisational procedure and practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.6 Make sure that equipment not stored in a secure place is sufficiently immobilised to prevent interference or theft</p> <p>2.7 Make sure records of consumable resource use are up to date and report excesses or shortages promptly</p> <p>2.8 Use equipment and materials in accordance with organisational procedures and practices</p> <p>2.9 Move any equipment and materials in accordance with organisational procedures and practices and store them correctly</p> <p>2.10 Manage recyclable and other materials in accordance with organisational procedures and practices</p>			
<p>3 Use and communicate data and information</p>	<p>3.1 Report unsafe plant, equipment and hazardous situations</p> <p>3.2 Make sure that confidentiality of information is maintained</p> <p>3.3 Provide health and safety information to others in accordance with organisational procedures and practices</p> <p>3.4 Keep accurate and up to date records on routine and non-routine matters, and ensure they are legible and complete</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Resolve problems which could affect the security of the facilities	4.1 Report unsafe behaviour in accordance with own responsibilities and workplace procedures			
		4.2 Resolve routine problems within own area of responsibility			
		4.3 Refer matters outside own area of responsibility to the designated people			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards			
		5.2 Demonstrate pride in achieving high quality work			
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand health, safety and security	7.1 State the hazards that are likely to occur in the workplace and the risks those hazards pose			
		7.2 Describe the organisational procedures and practices with regard to maintaining the security of the workplace			
		7.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation			
		7.4 Explain why inadequate measures to control risks should be reported and what corrective action needs to be taken			
		7.5 Explain how to recognise suspicious occurrences and breaches of security and who to inform			
		7.6 Describe the procedures to be followed by persons entering or leaving the facility			
		7.7 Explain how to determine which information about the organisation is confidential			
		7.8 Explain how to transport and store equipment and materials safely			
		7.9 Explain how to immobilise vehicles, machinery and equipment			
		7.10 Describe the procedures for obtaining equipment and materials			
		7.11 Describe the importance of the formal recording of use of equipment and materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.12 State the location and security of keys of vehicles and plant 7.13 Describe the procedure for reporting excesses and shortages of consumables 7.14 Describe the relationship between security and safety within the workplace 7.15 Explain how and why accidents should be reported			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 12: Collect recyclables and other materials**

**Unit reference number:** J/602/0909

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 40

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments for own area of work and review in accordance with company procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Protect own health and that of others affected by own work			
2	Collect recyclables and other materials	2.1 Carry out collection in accordance with organisational procedures and practices			
		2.2 Identify materials suitable for recycling, and those that cannot be recycled, in accordance with organisational procedures and practices			
		2.3 Explain the difference between recyclable and non-recyclable materials to people using methods to suit the audience			
		2.4 Prepare, check, maintain and use equipment for collecting recyclables and other materials			
		2.5 Leave the collection site clean and safe and take action to report any damage			
		2.6 Use equipment in accordance with organisational procedures and practices			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.7 Move any equipment and materials in accordance with organisational procedures and practices and store them correctly  2.8 Handle recyclables and other materials in accordance with organisational procedures and practices  2.9 Maintain the safety of the working environment in accordance with organisational procedures and practices			
3	Use and communicate data and information	3.1 Report unsafe plant, equipment and hazardous situations to the correct person  3.2 Provide health and safety information to others in accordance with approved procedures and practices  3.3 Keep accurate and up-to-date records on routine and non-routine matters, and ensure they are legible and complete			
4	Resolve problems that could affect the collection process	4.1 Resolve unsafe behaviour in accordance with own responsibilities and workplace procedures  4.2 Resolve routine problems within own area of responsibility  4.3 Refer matters outside own area of responsibility			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards  5.2 Demonstrate being receptive to new ways of working			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 State the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			
7	Understand the process for collecting recyclables and other materials	7.1 State the hazards that are likely to occur in the workplace and the risks those hazards pose to oneself and others			
		7.2 Describe the organisational procedures and practices with regard to ensuring the safety of the workplace			
		7.3 State own role and responsibilities for health and safety in the workplace in accordance with organisational policy and legislation			
		7.4 Explain the difference between recyclable and non-recyclable materials, methods of collecting recyclable and other materials and own role and responsibilities during collection work			
		7.5 Describe the reasons certain materials cannot be collected			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Explain the different roles of those involved in the recycling industry</p> <p>7.7 Identify the equipment needed to collect materials for recycling and how to prepare, check maintain and use it</p> <p>7.8 Explain the implications for own area of work of relevant health and safety, environmental legislation</p> <p>7.9 Describe the different forms of recycling and correct methods of disposal</p> <p>7.10 Describe how to transport and store equipment and materials safely</p> <p>7.11 Explain how and why accidents should be reported</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



## **Unit 13: Control the handover of recyclables and other materials**

**Unit reference number:** K/602/0885

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 40

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to adjust equipment used in recycling	<p>1.1 Implement site-specific risk assessments for own area of work and review in accordance with company procedures</p> <p>1.2 Wear personal protective equipment (PPE) identified in the risk assessment</p> <p>1.3 Carry out specified measures to control risks and hazards</p> <p>1.4 Adjust equipment according to operating requirements and organisational procedures and practices, where permitted</p>			
2	Use and communicate data and information	<p>2.1 Provide health and safety information to others in accordance with organisational procedures and practices</p> <p>2.2 Make sure that information needed by the recipient of the recyclables and other materials is accurate and complete</p> <p>2.3 Confirm completion of handover and that the recipient accepts responsibility for the recyclables and other materials</p> <p>2.4 Keep accurate and up-to-date records on routine and non-routine matters, and ensure they are legible and complete</p>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Resolve problems which could affect the handover of recyclable materials	3.1 Report unsafe plant, equipment and hazardous situations to the correct person			
		3.2 Deal with unsafe behaviour in accordance with own responsibilities and workplace procedures			
		3.3 Resolve routine problems within own area of responsibility			
		3.4 Refer matters outside of responsibility to an appropriate person			
4	Work in a manner which underpins effective performance	4.1 Demonstrate vigilance to potential risks and hazards			
		4.2 Demonstrate being receptive to new ways of working			
5	Understand the regulation procedures and requirements for recycling	5.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		5.2 Explain the safe procedures for handling hazardous materials			
		5.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		5.4 Describe the organisational accident and incident recording and reporting procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to safely handover recyclables and other materials	6.1 Describe the hazards that are likely to occur in the workplace and the risks those hazards pose			
		6.2 Describe the organisational procedures and practices with regard to ensuring the safety of the workplace			
		6.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation			
		6.4 Explain the importance of following manufacturers' and organisational instructions and the potential consequences and risks of not doing so			
		6.5 Explain the importance of passing on information and the different types of information			
		6.6 State the different types of handover documentation and procedures			
		6.7 State own responsibilities for providing information			
		6.8 Explain the responsibilities of the recipient for understanding and clarifying information			
		6.9 State where records are kept and their content and identify who to report to if any documentation is missing			
		6.10 Explain how to pass on information clearly and concisely and how to confirm that the recipient understands the information			
		6.11 Describe the implications of relevant legislation			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



**Unit 14:** **Operate specialist plant and equipment for the processing of recyclables and other materials**

**Unit reference number:** K/602/0899

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 60

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments for own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
		1.5 Communicate any changes in risks and hazards that impinge on the work and the safety of those deployed			
		1.6 Operate equipment to maintain efficiency of performance			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to operate specialist plant and equipment for the processing of recyclables and other materials	2.1	Identify work area in accordance with instructions and specified work requirements		
		2.2	Carry out operations safely in accordance with organisational procedures and practices to meet the specified work requirement		
		2.3	Act on accidents and incidents during operations in accordance with organisational procedures and practices		
		2.4	Start up plant and equipment in accordance with procedures and practices		
		2.5	Use plant and equipment in accordance with organisational procedures and practices and applicable legislation		
		2.6	Shut down plant and equipment at the end of operations in accordance with organisational procedures and practices		
		2.7	Move any plant and equipment in accordance with organisational procedures and practices and store them correctly at an approved location		
		2.8	Manage recyclable and other materials in accordance with organisational procedures and practices		
		2.9	Maintain the safety of the workplace in accordance with organisational procedures and practices		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Use and communicate data and information	3.1 Report, to the correct person, unsafe plant and equipment and hazardous situations			
		3.2 Communicate information on plant and equipment in accordance with organisational procedures and practices			
		3.3 Provide health and safety information to others in accordance with organisational procedures and practices			
		3.4 Keep accurate, legible, complete and up-to-date records on routine and non-routine matters			
4	Resolve problems which could affect the operation of plant and equipment	4.1 Report unsafe behaviour in accordance with own responsibilities and workplace procedures			
		4.2 Resolve day-to-day problems within own area of responsibility			
		4.3 Refer matters outside own responsibility to an appropriate person			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards			
		5.2 Demonstrate being receptive to new ways of working			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			
7	Know how to operate specialist plant and equipment	7.1 Explain the hazards that are likely to occur in the workplace and the risks those hazards pose			
		7.2 Describe the organisational procedures and practices with regard to ensuring the safety of the workplace			
		7.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation			
		7.4 Explain the characteristics and capabilities of the plant and equipment being used			
		7.5 State the emergency stop/shutdown procedures			
		7.6 Explain the requirements for recording and communicating information			
		7.7 State the approved procedures and practices in the context of the operations, the work activity and the workplace environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.8 Explain how to transport and store plant and equipment safely			
	7.9 Describe the relationship between security and safety within the workplace			
	7.10 Explain how and why accidents should be reported			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 15: Control the movement of recyclables and other materials**

**Unit reference number:** K/602/0904

**Level:** 3

**Credit value:** 7

**Guided learning hours:** 25

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments for own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
2	Collect and move recyclables and other materials	2.1 Monitor vehicle or plant performance and load condition			
		2.2 Investigate, remedy within limits of own authority, record and report variation			
		2.3 Follow organisational procedures and practices in the event of accident, breakdown, or other problems arising			
		2.4 Identify actual and potential significant deviations from operating schedules			
		2.5 Take decisions to amend the agreed route within the scope of responsibility and promptly report to the correct person			
		2.6 Use equipment and materials in accordance with organisational procedures and practices			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.7 Move and store equipment and materials correctly and in accordance with organisational procedures and practices  2.8 Handle recyclable and other materials in accordance with organisational procedures and practices  2.9 Maintain the safety of the working environment in accordance with organisational procedures and practices			
3	Use and communicate data and information	3.1 Report unsafe plant, equipment and hazardous situations  3.2 Provide health and safety information to others in accordance with organisational procedures and practices  3.3 Report variations to the schedule to the correct person  3.4 Keep accurate and up-to-date records on routine and non-routine matters, and ensure they are legible and complete			
4	Resolve problems that could affect the movement of recyclable materials	4.1 Resolve unsafe behaviour in accordance with own responsibilities and workplace procedures  4.2 Restore operating schedules within the limits of authority and report to the correct person  4.3 Resolve routine problems within own area of responsibility  4.4 Refer matters outside own responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Work in a manner which underpins effective performance	5.1 Show vigilance to potential risks and hazards 5.2 Demonstrate being receptive to new ways of working			
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974 6.2 Explain the safe procedures for handling hazardous materials 6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored 6.4 Describe the organisational accident and incident recording and reporting procedures			
7	Know how to collect and move recyclables and other materials	7.1 Describe the potential hazards in the workplace and the risks those hazards pose 7.2 Describe the organisational procedures and practices with regard to ensuring the safety of the workplace 7.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation 7.4 State the methods of checking vehicle performance and describe load characteristics and effects on vehicle performance 7.5 Explain how to identify variances, record and remedy them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Explain the procedures for accident, breakdown or other problems</p> <p>7.7 Describe the routes and operating schedules required in the movement of recyclables and other materials</p> <p>7.8 Describe the lines and methods of effective communication within area of own responsibility</p> <p>7.9 Explain the nature and characteristics of loads</p> <p>7.10 State who to report problems to</p> <p>7.11 Explain how to transport and store equipment and materials safely</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)





## **Unit 16: Control vehicle movements on recycling site**

**Unit reference number:** R/602/0895

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 60

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments for own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
2	Be able to control vehicle movements on site	2.1 Check that vehicles are suitable for the loading or unloading conditions			
		2.2 Direct and assist the vehicle driver to the correct loading or unloading area			
		2.3 Ensure that drivers and crews comply with organisational procedures, practices and relevant legislation			
		2.4 Use equipment and materials in accordance with organisational procedures and practices			
		2.5 Maintain the safety of the workplace in accordance with organisational procedures and practices			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Use and communicate data and information	3.1 Report unsafe vehicles and hazardous situations in accordance with own responsibilities and workplace procedures			
		3.2 Provide health and safety information to others in accordance with organisational procedures and practices			
		3.3 Keep accurate, legible, complete and up-to-date records on routine and non-routine matters			
4	Resolve problems which could affect the control of vehicles on site	4.1 Report unsafe behaviour in accordance with own responsibilities and workplace procedures			
		4.2 Resolve routine problems within own area of responsibility			
		4.3 Refer matters outside own area of responsibility to the designated people.			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards			
		5.2 Demonstrate being receptive to new ways of working			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			
7	Know how to control vehicle movements on site	7.1 Explain the hazards that are likely to occur in the workplace and the risks those hazards pose			
		7.2 Describe the organisational procedures and practices with regard to ensuring the safety of the working environment			
		7.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation			
		7.4 Explain how to recognise problems with vehicles and access			
		7.5 Explain how to communicate with drivers, crews and others			
		7.6 Describe the methods that can be used to assist vehicles in reversing and getting into position			
		7.7 State what signals are to be used to assist the driver to position the vehicle correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.8 Explain how to recognise and respond to incidents interfering with operations 7.9 Explain how to recognise and respond to emergencies. 7.10 Describe what the law requires during vehicle loading and unloading operations 7.11 Describe the organisational procedures for operation of vehicles 7.12 State the person to whom non-compliance should be reported 7.13 State the relationship between security and safety within the workplace 7.14 Explain how and why accidents should be reported			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



**Unit 17:** **Communicate with the public and others on recycling activities**

**Unit reference number:** T/602/0887

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 30

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Communicate with the public and other persons external to the organisation in a way that promotes the organisation	<p>1.1 Communicate information in a form easily understood by members of the public</p> <p>1.2 Encourage members of the public to ask questions or seek explanation, and provide accurate information, in response</p> <p>1.3 Act on complaints from the public and others in accordance with organisational procedures</p> <p>1.4 Respond to requests for information within own area of responsibility</p> <p>1.5 Refer members of the public when asked about matters outside own area of responsibility</p>			
2	Maintain the health and safety of the public	2.1 Maintain the health and safety of the public and other persons throughout all activities in accordance with approved procedures and practices			
3	Work in a manner which underpins effective performance	<p>3.1 Demonstrate vigilance to potential risks and hazards</p> <p>3.2 Demonstrate being receptive to new ways of working</p>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand the regulation procedures and requirements for recycling	4.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		4.2 Explain the safe procedures for handling hazardous materials			
		4.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		4.4 Describe the organisational accident and incident recording and reporting procedures			
5	Know how to communicate effectively with the public and others	5.1 Describe policies and practices for customer care, promotion of environmental good practice or equality of opportunity			
		5.2 Explain methods of communication			
		5.3 Describe the methods of eliciting queries and comments from members of the public and others			
		5.4 Explain the procedures for handling and communicating confidential information			
		5.5 State own responsibilities under health and safety legislation and codes of practice			
		5.6 State the sources of information, internal and external to the organisation, both written and verbal			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 18:**                      **Operate a vehicle safely and efficiently during recycling activities**

**Unit reference number:**    T/602/0906

**Level:**                                2

**Credit value:**                      4

**Guided learning hours:**        40

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments for own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
2	Be able to operate a recycling vehicle	2.1 Make sure of the operational suitability of the vehicle prior to movement			
		2.2 Carry out daily routine checks on the vehicle in accordance with organisational procedures and practices			
		2.3 Ensure that any load is stable before moving off			
		2.4 Ensure that own driving and manoeuvring is safe and in accordance with organisational procedures and practices			
		2.5 Ensure own driving manner minimises wear and tear, risk of accidental damage and minimises impact on the environment			
		2.6 Show an awareness of, and consideration for other persons			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Use and communicate data and information	3.1 Report unsafe plant, equipment and hazardous situations outside own area of responsibility to the correct person			
		3.2 Provide health and safety information to others in accordance with organisational procedures and practices			
		3.3 Keep other persons fully informed if such measures are inadequate			
		3.4 Keep accurate, legible, complete and up-to-date records on routine and non-routine matters			
4	Resolve problems which could affect health and safety	4.1 Act on unsafe behaviour in accordance with own responsibilities and workplace procedures			
		4.2 Resolve routine problems within own area of responsibility			
		4.3 Refer matters outside own area of responsibility			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards			
		5.2 Demonstrate being receptive to new ways of working			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
		6.2 Explain the safe procedures for handling hazardous materials			
		6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored			
		6.4 Describe the organisational accident and incident recording and reporting procedures			
7	Know how to operate a recycling vehicle safely and efficiently	7.1 State the hazards that are likely to occur in the workplace and the risks those hazards pose			
		7.2 Describe the organisational procedures and practices with regard to maintaining the safety of the workplace			
		7.3 State own role and responsibilities for health and safety in the workplace under organisational policy and legislation			
		7.4 Explain how to establish load stability			
		7.5 Describe the importance of manoeuvring safely and efficiently			
		7.6 Explain what to do in the event of vehicle breakdown or emergency			
		7.7 Describe the importance of minimising wear and tear and accidental damage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.8 Explain why it is important to show consideration for others 7.9 State the importance of identifying and reducing risks 7.10 Explain vehicle controls and equipment and their function 7.11 Explain vehicle handling and other characteristics with various loads and capacities 7.12 Describe the environmental impact of vehicle and its load 7.13 Explain how to transport and store equipment and materials safely 7.14 Explain how and why accidents should be reported			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)





**Unit 19:**                      **Manual handling, lifting and moving of loads in a waste environment**

**Unit reference number:**    R/602/2078

**Level:**                                1

**Credit value:**                      2

**Guided learning hours:**        10

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to prepare for handling and lifting loads	1.1 Describe the process for identifying if loads are safe to move 1.2 Explain the reasons for planning a route when moving loads 1.3 Give examples of safe handling techniques			
2	Understand procedures and instructions for handling and lifting loads	2.1 Describe company guidelines and procedures for safe handling and moving loads 2.2 Describe the relevant health and safety regulations for the safe handling and movement of loads 2.3 Give examples of the consequences of using unsafe techniques to self and others			
3	Be able to handle and lift loads	3.1 Select safe and efficient routes for moving items 3.2 Wears assigned personal protection equipment when moving loads 3.3 Use safe and approved handling techniques when moving loads 3.4 Resolves problems within own area of personal responsibility 3.5 Report problems outside own personal responsibility to resolve to designated personnel			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



**Unit 20:** **Plan, allocate and monitor work of a team**

**Unit reference number:** Y/600/9669

**Level:** 3

**Credit value:** 5

**Guided learning hours:** 25

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## 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)*





## **Unit 21: Set objectives and provide support for team members**

**Unit reference number:** M/600/9600

**Level:** 3

**Credit value:** 5

**Guided learning hours:** 35

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to communicate a team's purpose and objectives to the team members	1.1 Describe the purpose of a team 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 1.3 Communicate the team's purpose and objectives to its members			
2	Be able to develop a plan with team members showing how team objectives will be met	2.1 Discuss with team members how team objectives will be met 2.2 Ensure team members participate in the planning process and think creatively 2.3 Develop plans to meet team objectives 2.4 Set SMART personal work objectives with team members			
3	Be able to support team members identifying opportunities and providing support	3.1 Identify opportunities and difficulties faced by team members 3.2 Discuss identified opportunities and difficulties with team members 3.3 Provide advice and support to team members to overcome identified difficulties and challenges 3.4 Provide advice and support to team members to make the most of identified opportunities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to monitor and evaluate progress and recognise individual and team achievement	4.1 Monitor and evaluate individual and team activities and progress			
		4.2 Provide recognition when individual and team objectives have been achieved			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



## **Unit 22: Sort and prepare recyclables and other materials**

**Unit reference number:** A/602/0910

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 34

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify health and safety risks and hazards in relation to the workplace	1.1 Implement site-specific risk assessments for own area of work and review in accordance with organisational procedures			
		1.2 Wear personal protective equipment (PPE) identified in the risk assessment			
		1.3 Carry out specified measures to control risks and hazards			
		1.4 Identify procedures to deal with unfamiliar risks and hazards arising from non-routine work situations			
2	Be able to sort recyclables and other materials	2.1 Identify materials that are suitable and confirm that they conform to the required quality standards			
		2.2 Carry out the required sorting methods in accordance with organisational procedures and practices			
		2.3 Identify materials suitable for recycling and those that cannot be recycled in accordance with organisational procedures and practices			
		2.4 Deal with superfluous material			
		2.5 Prepare, check, maintain and use equipment for sorting materials for recycling			
		2.6 Use equipment and materials in accordance with organisational procedures and practices			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.7 Move any equipment and materials in accordance with organisational procedures and practices and store them correctly</p> <p>2.8 Handle recyclables and other materials in accordance with organisational procedures and practices</p> <p>2.9 Maintain the safety of the workplace in accordance with organisational procedures and practices</p>			
<p>3 Use and communicate data and information</p>	<p>3.1 Report unsafe plant, equipment and hazardous situations to the correct person</p> <p>3.2 Provide health and safety information to others in accordance with organisational procedures and practices</p> <p>3.3 Keep other persons fully informed if such measures are inadequate</p> <p>3.4 Keep accurate and up-to-date records on routine and non-routine matters, and ensure they are legible and complete</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Resolve problems which could affect the task at hand	4.1	Resolve unsafe behaviour in accordance with own responsibilities and workplace procedures		
		4.2	Resolve routine problems within own area of responsibility		
		4.3	Act on incidents during operations promptly and in accordance with organisational procedures and practices		
		4.4	Refer matters outside own area of responsibility to the designated people		
5	Work in a manner which underpins effective performance	5.1	Demonstrate vigilance to potential risks and hazards		
		5.2	Demonstrate being receptive to new ways of working		
6	Understand the regulation procedures and requirements for recycling	6.1	Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974		
		6.2	Explain the safe procedures for handling hazardous materials		
		6.3	State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored		
		6.4	Describe the organisational accident and incident recording and reporting procedures		



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Know how to sort and prepare recyclables and other materials	7.1			
		7.2			
		7.3			
		7.4			
		7.5			
		7.6			
		7.7			
		7.8			
		7.9			
		7.10			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 23: Sort and prepare recyclable materials for processing**

**Unit reference number:** K/602/1079

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 50

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Process materials that conform to the required quality standards	1.1 Recognise materials that are suitable for processing and confirm that they conform to required quality standards			
		1.2 Sort materials in accordance with approved Health, Safety and Environmental Protection practices and procedures related to: <ul style="list-style-type: none"> <li>• the individual and others</li> <li>• the organisation</li> <li>• regulatory and statutory requirements</li> <li>• relevant company policies</li> <li>• risk assessment</li> </ul>			
		1.3 Carry out required sorting methods and processing methods using: <ul style="list-style-type: none"> <li>• hand sorting</li> <li>• machine sorting</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 Identify materials suitable for recycling in accordance with approved procedures and practices: health, safety and environmental protection related to: <ul style="list-style-type: none"> <li>• the individual and others</li> <li>• the organisation</li> <li>• regulatory and statutory requirements</li> <li>• relevant company policies</li> <li>• risk assessment</li> </ul>			
	1.5 Identify materials not suitable for recycling in accordance with approved procedures and practices: Health, Safety and Environmental Protection related to: <ul style="list-style-type: none"> <li>• the individual and others</li> <li>• the organisation</li> <li>• regulatory and statutory requirements</li> <li>• relevant company policies</li> <li>• risk assessment</li> </ul>			
	1.6 Deal with superfluous material			
	1.7 Prepare, check and maintain equipment used for sorting and processing materials for recycling			
	1.8 Process materials in accordance with policies, procedures and work instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9 Wear and use appropriate personal protective equipment in accordance with approved policies, procedures and practices			
	1.10 Ensure any incidents during operations are dealt with in accordance with policies, procedures and practices			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the processes and requirement for sorting and preparing knowledge to sort and prepare recyclable materials	2.1 Describe the different methods of sorting recyclable materials			
		2.2 Describe processes used to recycle materials			
		2.3 Describe own role and responsibilities during processing and sorting work			
		2.4 Describe why materials are suitable and not suitable for recycling and how to deal with superfluous material			
		2.5 State the equipment needed to sort and process materials for recycling and how to prepare, check, maintain and use it			
		2.6 Describe own responsibilities under health and safety			
		2.7 Explain the implications and impact of own work in relation to health and safety legislation and on the environmental			
		2.8 State why it is important to ask for assistance if there is a problem when sorting and preparing materials for recycling			
		2.9 State the range of personal protective equipment required to process and sort materials			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 24: Deliver goods from a retail environment to the customer's delivery address**

**Unit reference number:** H/503/5715

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 17

---

### **Assessment requirements/evidence requirements**

Workplace assessment of occupational competence is required. This must be carried out in line with the guidance available from the Learning Provider's section of Skillsmart Retail's website ([www.skillsmartretail.com](http://www.skillsmartretail.com)). The guidance consists of: Assessment Principles; a booklet containing assessment guidance for each unit; and a list of some agreed equivalences between previous and current versions of units.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the role of the delivery person in promoting a positive impression of the retail organisation	1.1 Explain the importance of delivering products at the times agreed with customers whenever possible			
		1.2 Explain the importance of keeping customers informed when the agreed delivery time cannot be achieved			
		1.3 Explain the importance of giving customers, and others, a positive impression of the organisation when making deliveries			
2	Be able to prepare to deliver goods from a retail environment to customers' delivery addresses	2.1 Explain the benefits to the business and to the environment of planning an efficient delivery schedule			
		2.2 Schedule deliveries in line with organisational procedures			
		2.3 Perform checks to ensure that everything needed for the delivery schedule is available			
		2.4 Perform checks to find out if there is enough fuel in the vehicle for the planned delivery schedule			
		2.5 Obtain fuel for the delivery vehicle in line with organisational procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to convey goods from a retail environment to customers' delivery addresses	3.1 Drive from a retail environment to customers' delivery addresses: <ul style="list-style-type: none"> <li>• without injury to self and others</li> <li>• without damage to the goods and property</li> <li>• arriving at the times agreed with customers</li> </ul>			
		3.2 Contact customers to make alternative arrangements when deliveries cannot be made at the times agreed with customers			
		3.3 Unload goods at customers' delivery addresses: <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• without injury to self and others</li> <li>• without damage to the goods and property</li> </ul>			
4	Be able to complete deliveries of goods at customers' delivery addresses.	4.1 Deliver goods to customers in a polite manner			
		4.2 Leave deliveries only with individuals who can legally receive them			
		4.3 Follow organisational procedures for dealing with goods that cannot be delivered			
		4.4 Update records of delivery and non-delivery in line with organisational procedures			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 25: Process payments for purchases in a retail environment**

**Unit reference number:** L/503/5689

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 17

---

### **Assessment requirements/evidence requirements**

Workplace assessment of occupational competence is required. This must be carried out in line with the guidance available from the Learning Provider's section of Skillsmart Retail's website ([www.skillsmartretail.com](http://www.skillsmartretail.com)). The guidance consists of: Assessment Principles; a booklet containing assessment guidance for each unit; and a list of some agreed equivalences between previous and current versions of units.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand legal and organisational requirements for processing payments in a retail environment	1.1 Explain the customer's rights and the organisation's duties and responsibilities in relation to the pricing of goods			
		1.2 Explain how own organisation deals with suspected fraud			
2	Be able to process payments for purchases in a retail environment	2.1 Resolve pricing problems by: <ul style="list-style-type: none"> <li>referring to reliable pricing information</li> <li>seeking advice from the person who can provide clarification when pricing information is unclear or unavailable</li> </ul>			
		2.2 Tell customers the correct amount to pay, taking account of any special offers or discounts that apply			
		2.3 Process payments in line with organisational procedures, where the payment is acceptable			
		2.4 Explain how to tell customers tactfully that payment cannot be approved			
		2.5 Offer any additional services to customers			
		2.6 Treat customers politely throughout the payment process			
		2.7 Acknowledge other customers who are waiting to pay or be helped in some other way			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## **Unit 26: Cash up in a retail environment**

**Unit reference number:** L/503/5711

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 9

---

### **Assessment requirements/evidence requirements**

Workplace assessment of occupational competence is required. This must be carried out in line with the guidance available from the Learning Provider's section of Skillsmart Retail's website ([www.skillsmartretail.com](http://www.skillsmartretail.com)). The guidance consists of: Assessment Principles; a booklet containing assessment guidance for each unit; and a list of some agreed equivalences between previous and current versions of units.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to cash up accurately in a retail environment	1.1 Cash up in line with: <ul style="list-style-type: none"> <li>the organisation's schedule for cashing up</li> <li>organisational procedures for cashing up</li> </ul>			
		1.2 Follow organisational procedures for maintaining security when cashing up, including the security of: <ul style="list-style-type: none"> <li>self</li> <li>cash</li> <li>cash equivalents</li> </ul>			
		1.3 Use cashing up equipment to reconcile takings in line with organisational and/or manufacturer's instructions			
		1.4 Explain how to recognise till overages and shortages			
		1.5 Deal with till overages and shortages <ul style="list-style-type: none"> <li>in line with organisational procedures</li> <li>within the limits of own authority</li> </ul>			
		1.6 Report till overages and shortages to the designated person when these are not within own authority to resolve			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 27: Reduce security risks in a retail environment**

**Unit reference number:** D/503/5728

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 25

---

### **Assessment requirements/evidence requirements**

Workplace assessment of occupational competence is required. This must be carried out in line with the guidance available from the Learning Provider's section of Skillsmart Retail's website ([www.skillsmartretail.com](http://www.skillsmartretail.com)). The guidance consists of: Assessment Principles; a booklet containing assessment guidance for each unit; and a list of some agreed equivalences between previous and current versions of units.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know about security risks that can arise in a retail environment	1.1 Identify potential security risks that can arise in a retail environment			
2	Be able to reduce security risks in a retail environment	2.1 Describe own level of responsibility for dealing with security risks, including the relevant legal rights and duties			
		2.2 Take action to reduce security risks within the limits of: <ul style="list-style-type: none"> <li>• relevant legislation</li> <li>• organisational policy</li> <li>• own level of authority</li> </ul>			
		2.3 Report security risks that are beyond own level of authority to the designated person			
		2.4 Use organisational procedures for protecting own personal safety when security risks arise			
		2.5 Ensure that own work is secure before leaving it			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## **Unit 28: Resolve customer service problems**

**Unit reference number:** M/601/1511

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 40

---

### **Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Spot customer service problems	1.1 Listen carefully to customers about any problem they have raised			
		1.2 Ask customers about the problem to check their understanding			
		1.3 Recognise repeated problems and alert the appropriate authority			
		1.4 Share customer feedback with others to identify potential problems before they happen			
		1.5 Identify problems with systems and procedures before they begin to affect customers			
2	Pick the best solution to resolve customer service problems	2.1 Identify the options for resolving a customer service problem			
		2.2 Work with others to identify and confirm the options to resolve a customer service problem			
		2.3 Work out the advantages and disadvantages of each option for their customer and the organisation			
		2.4 Pick the best option for their customer and the organisation			
		2.5 Identify for their customer other ways that problems may be resolved if they are unable to help			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Take action to resolve customer service problems	3.1 Discuss and agree the options for solving the problem with their customer			
		3.2 Take action to implement the option agreed with their customer			
		3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept			
		3.4 Keep their customer fully informed about what is happening to resolve the problem			
		3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction			
		3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction			
4	Know how to resolve customer service problems	4.1 Describe organisational procedures and systems for dealing with customer service problems			
		4.2 Explain how to defuse potentially stressful situations			
		4.3 Describe how to negotiate			
		4.4 Identify the limitations of what they can offer their customer			
		4.5 Describe types of action that may make a customer problem worse and should be avoided			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 29: Display stock to promote sales to customers in a retail environment**

**Unit reference number:** M/503/5684

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 26

---

### **Assessment requirements/evidence requirements**

Workplace assessment of occupational competence is required. This must be carried out in line with the guidance available from the Learning Provider's section of Skillsmart Retail's website ([www.skillsmartretail.com](http://www.skillsmartretail.com)). The guidance consists of: Assessment Principles; a booklet containing assessment guidance for each unit; and a list of some agreed equivalences between previous and current versions of units.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of checking for potential health and safety issues before setting up and dismantling displays	1.1 Explain the importance of checking for potential health and safety issues before setting up and dismantling displays			
2	Understand how displays help to promote sales	2.1 Explain how sales can be promoted by: <ul style="list-style-type: none"> <li>the effective use of space in a display</li> <li>the positioning of products within a display</li> <li>the use of labelling in a display</li> </ul>			
3	Know about legal requirements for labelling products in a display	3.1 Describe the legal requirements for labelling products in a display			
		3.2 State what can happen if legal requirements for labelling products in a display are not met			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to establish the availability of space and other resources needed for a display	4.1 identify the person or people who can provide advice if any problems arise with the space or other resources needed to prepare a display as instructed			
		4.2 Perform checks on the space available for a display to ensure that: <ul style="list-style-type: none"> <li>• there is enough space for the display</li> <li>• the display will not cause an obstruction</li> </ul>			
		4.3 Perform checks to ensure that the materials, equipment and stock needed for the display are: <ul style="list-style-type: none"> <li>• available</li> <li>• in working order</li> </ul>			
5	Be able to prepare a display area for use in a retail environment	5.1 Prepare a display area for use, ensuring that the area is: <ul style="list-style-type: none"> <li>• clear of any items not wanted for the display</li> <li>• clean</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to set up a display in a retail environment	6.1 Set up a display: <ul style="list-style-type: none"> <li>• using safe working practices</li> <li>• in line with plans</li> <li>• within the time allowed</li> <li>• minimising the inconvenience caused to other people nearby</li> </ul>			
		6.2 Check that the finished display: <ul style="list-style-type: none"> <li>• has the levels of stock needed</li> <li>• is clean, tidy and safe for use</li> </ul>			
		6.3 Clear the area where the display has been set up of any equipment, excess materials and waste in line with organisational procedures			
7	Be able to label a display of stock in a retail environment	7.1 Perform checks to ensure that the information on labels meets legal and organisational requirements before including labels in a display			
		7.2 Identify the person who should be told about any information on labels that needs changing			
		7.3 Position labels in line with organisational requirements			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Be able to dismantle a display in a retail environment	8.1 Dismantle the display: <ul style="list-style-type: none"> <li>• using safe working practices</li> <li>• within the time allowed</li> <li>• minimising the inconvenience cause to other people nearby</li> </ul>			
		8.2 Clear the area where the display has been dismantled of any equipment or excess materials: <ul style="list-style-type: none"> <li>• safely</li> <li>• using the designated storage or disposal facilities</li> </ul>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



## **Unit 30:                                      Receive goods and materials into storage in a retail environment**

**Unit reference number:**    R/503/5659

**Level:**                                      2

**Credit value:**                            4

**Guided learning hours:**            22

---

### **Assessment requirements/evidence requirements**

Workplace assessment of occupational competence is required. This must be carried out in line with the guidance available from the Learning Provider's section of Skillsmart Retail's website ([www.skillsmartretail.com](http://www.skillsmartretail.com)). The guidance consists of: Assessment Principles; a booklet containing assessment guidance for each unit; and a list of some agreed equivalences between previous and current versions of units.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of preparing for expected deliveries	1.1 Explain why it is necessary to prepare thoroughly to receive deliveries			
		1.2 Explain why any shortage of storage space needs to be reported promptly			
		1.3 Explain why accurate, complete and up-to-date records are needed for deliveries			
		1.4 Explain how adequate preparation helps to ensure that the health and safety requirements relating to deliveries are met			
2	Understand own responsibility for handling goods and materials	2.1 Explain the importance of handling goods and materials safely, hygienically and in ways that protect them from damage			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare to receive deliveries in a retail environment	3.1 Identify: <ul style="list-style-type: none"> <li>the quantity of the items expected</li> <li>the nature of the items expected</li> <li>the storage space needed</li> </ul>			
		3.2 Perform checks to ensure that enough storage space is available for expected deliveries			
		3.3 Identify the person to report any shortage of storage space to			
		3.4 Perform checks to ensure that the receiving area is clean, tidy and free from obstructions and hazards			
		3.5 Perform checks to ensure that the necessary handling equipment is available and is in good working order			
		3.6 Perform checks to ensure that the relevant records are complete, accurate and up to date			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to receive deliveries into storage in a retail environment	4.1 Perform checks to ensure that the type, quantity and quality of items delivered are acceptable			
		4.2 Describe how to refuse faulty deliveries, including how to record these and who needs to know about them			
		4.3 Use methods that are safe, hygienic and protect the items from damage to check deliveries			
		4.4 Allow deliveries to be off-loaded only into the designated areas			
		4.5 Update stock control systems in line with organisational procedures			
		4.6 Follow legal and organisational requirements for maintaining security and safety while receiving deliveries			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 31: Place goods and materials into storage in a retail environment**

**Unit reference number:** J/503/5660

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 19

---

### **Assessment requirements/evidence requirements**

Workplace assessment of occupational competence is required. This must be carried out in line with the guidance available from the Learning Provider's section of Skillsmart Retail's website ([www.skillsmartretail.com](http://www.skillsmartretail.com)). The guidance consists of: Assessment Principles; a booklet containing assessment guidance for each unit; and a list of some agreed equivalences between previous and current versions of units.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the requirements for storing goods and materials in a retail environment	1.1 Explain what might cause the goods and materials to deteriorate in storage			
		1.2 Describe the types of storage facilities and storage conditions that are needed for the goods and materials			
		1.3 Outline the legal and organisational requirements for storing goods and materials safely and securely			
		1.4 Explain why stock needs to be rotated in storage			
2	Know procedures for resolving problems with storage facilities and equipment	2.1 Describe the procedures for reporting any lack of suitable storage facilities			
		2.2 Describe how to fix faulty equipment when this falls within own responsibility			
		2.3 Describe the procedures for reporting equipment faults that are not within own responsibility to fix			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to place goods and materials into storage in a retail environment	3.1 Perform checks to ensure that adequate storage facilities are available			
		3.2 Perform checks to ensure that handling equipment is in working order			
		3.3 Place goods and materials: <ul style="list-style-type: none"> <li>• safely and securely</li> <li>• in the designated storage facilities</li> <li>• within the time allowed</li> <li>• in ways that make efficient use of the available storage space</li> <li>• in ways that enable items to be reached easily when needed</li> </ul>			
		3.4 Complete relevant records in line with organisational procedures			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



## **Unit 32: Assemble products for display in a retail environment**

**Unit reference number:** H/503/5665

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 9

---

### **Assessment requirements/evidence requirements**

Workplace assessment of occupational competence is required. This must be carried out in line with the guidance available from the Learning Provider's section of Skillsmart Retail's website ([www.skillsmartretail.com](http://www.skillsmartretail.com)). The guidance consists of: Assessment Principles; a booklet containing assessment guidance for each unit; and a list of some agreed equivalences between previous and current versions of units.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assemble products for display in a retail environment	1.1 Perform checks to ensure that all expected items and parts of the product are in the package, before starting to assemble them			
		1.2 Dispose of all waste safely, including unwanted packaging			
		1.3 Select tools that are suited to the task of assembling particular products			
		1.4 Assemble products: <ul style="list-style-type: none"> <li>• in accordance with the manufacturer's instructions</li> <li>• using safe working methods</li> </ul>			
		1.5 Assess assembled products to ensure that: <ul style="list-style-type: none"> <li>• they are in a safe condition</li> <li>• they match any illustrations or other specifications provided by the manufacturer</li> </ul>			
		1.6 Identify the person who can provide advice if products are proving difficult to assemble			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_



**Unit 33:** **Supervise the receipt, storage or dispatch of goods**

**Unit reference number:** Y/601/7934

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 20

---

**Assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to supervise the receipt, storage or dispatch of goods in logistics operations	1.1 Explain the relevant organisational policies and procedures for supervising the receipt, storage or dispatch of goods in logistics operations, that relate to: <ul style="list-style-type: none"> <li>• health, safety and security</li> <li>• environmental factors</li> <li>• special requirements</li> <li>• stock rotation</li> <li>• monitoring and testing</li> </ul>			
		1.2 Explain sources of information required to determine the capacity and limitations of the storage facility			
		1.3 Describe the equipment that can be used for the receipt, storage or dispatch of the goods			
		1.4 Identify problems that can occur when monitoring the receipt, storage or dispatch of goods			
		1.5 Explain appropriate action when dealing with identified problems			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to supervise the receipt, storage or dispatch of goods in logistics operations	2.1	Inspect the type, condition, quantity of the goods being received, stored or dispatched		
		2.2	Check the storage conditions and equipment required to receive, store or dispatch the goods		
		2.3	Organise the movement or rotation of goods to assist receiving, storing or dispatching goods		
		2.4	Demonstrate how to use the organisations resources effectively		
		2.5	Communicate effectively with others		
		2.6	Complete records for supervising the receipt, storage or dispatch of goods accurately		

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



## Unit 34:

## Sort goods and materials for recycling or disposal in logistics operations

Unit reference number: R/601/7933

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 10

## Assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Energy and Utility Skills assessment strategy, which can be found in *Annexe C*.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to sort goods and materials for recycling or disposal in logistics operations	1.1 Explain the relevant organisational policies and procedures for sorting goods and materials for recycling and disposal in logistics operations, that relate to: <ul style="list-style-type: none"> <li>• health, safety and security</li> <li>• personal protective equipment</li> <li>• environmental factors</li> <li>• special requirements</li> <li>• waste management</li> <li>• roles and responsibilities of colleagues</li> </ul>			
		1.2 Explain the types of goods and materials that are suitable for recycling and those that are not			
		1.3 Identify problems that can occur when sorting goods for recycling or disposal			
		1.4 Explain appropriate action when dealing with identified problems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to sort the goods and materials for recycling or disposal in logistics operations	2.1 Undertake initial checks to determine the suitability of the goods and materials for recycling or disposal			
		2.2 Sort the goods and materials correctly			
		2.3 Remove any parts of the goods and materials that are not suitable for recycling and dispose of them correctly			
		2.4 Handle the goods and materials using the correct handling methods and equipment			
		2.5 Position the goods or materials suitable for recycling or disposal into the correct locations			
		2.6 Prepare the goods or materials for further processing according to the organisation's specifications for recycling or disposal			

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](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://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](http://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.

# 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](http://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.

## Contact us

---

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

## How to obtain National Occupational Standards

To obtain the National Occupational Standards go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).



## 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-based 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 qualification in this specification?

Equality and fairness are central to our work. Pearson's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications*. Details on how to make adjustments for learners with protected characteristics are given in the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)



## Annexe C: Assessment 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 learning 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			*	
<p>Have – or be working towards:</p> <ul style="list-style-type: none"> <li>being qualified –Assessor or Verifier units plus CPD and operate to A and V standards (A or V Units/D Units)</li> <li>qualifications/training that has been mapped to A and V Units by awarding bodies.</li> </ul> <p>An employer direct model as an alternative to assessors and verifiers achieving the A and V Units can be used.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>identified any gaps and ensured that alternative evidence to demonstrate full competence is provided.</li> <li>provide written endorsement which indicates acceptance of the training as a direct equivalent to the A and V Units.</li> </ul> <p>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.</p>	*	*	*	

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				Waste (inc. recycling)
	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 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	*	*	*		*

Demonstrate a commitment to continuing professional development and to keeping abreast of the changing environment and practices in their industry	*	*	*	*	*
<b>Waste Management – N/SVQ L3 and L4 leading to a COTC (or equivalent awards)</b> Have held at least one of the following posts: <ul style="list-style-type: none"> <li>• management of a similar waste management facility</li> <li>• area management of direct operational management</li> <li>• working alongside site managers as a result of developing, auditing or commissioning operational facilities</li> </ul> <b>Waste Management – N/SVQ L1,L2,L3 and L4 not leading to a COTC</b> <ul style="list-style-type: none"> <li>• Hold a supervisory grade in the category of award to be assessed or verified</li> <li>• Have an approved qualification at least one level higher than the award they will assess or verify</li> </ul>	*	*			*

## 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	<p>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:</p> <ul style="list-style-type: none"><li>• Ensure health and safety requirements are met in your area of responsibility</li></ul>
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.





**March 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit  
[qualifications.pearson.com](http://qualifications.pearson.com)**

**BTEC is a registered trademark of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121**