Unit 14: Waste Management

Unit code: R/602/5983

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

Aim and purpose

This unit provides learners with knowledge of waste management legislation and regulation, and an understanding of the characteristics of waste. Learners will also gain an understanding of how to manage waste sustainably, and gain skills in how sustainable waste management principles can be applied in practice.

Unit introduction

The unit gives learners the opportunity to develop an in-depth knowledge of waste management, and how this can be applied to local practical situations. Waste management will be considered in the wider context of society, and learners will become familiar with the major laws governing waste management. Learners will find out about the varied sources of waste, the different problems they cause and the different management solutions. Learners will develop an understanding of how waste can be managed sustainably on both a short-term and long-term basis.

The unit covers how waste management can improve sustainability, and its impact on individuals and the local community. Waste reduction is very topical, with many policies and campaigns putting this as a priority. Much of the legislation in waste management comes from the need to prevent health hazards and protect the environment. Ineffective waste management can cause serious health hazards.

Learners will study small-scale local initiatives such as compost manufacture or the collection of recyclable material, through to larger schemes dealing with commercial and municipal waste. Learners will also have the opportunity to focus on how waste is managed in their locality.

Through studying a range of issues relating to waste management, learners will gain an awareness of the skills required for various job roles and related progression opportunities within the environmental sustainability sector.

Learners will have the opportunity to safely undertake practical activities including the planning of waste management, and to develop an understanding of how sustainable waste management can benefit the environment by conserving finite resources.

Learning outcomes

On completion of this unit a learner should:

1 Understand the sources of waste

2 Know the scope of waste management legislation and regulation

3 Understand how to manage waste sustainably

4 Be able to safely manage waste.

Unit content

1 Understand the sources of waste

Classification of waste: definition; sources of organic and inorganic wastes; European waste codes; commonly used terms eg controlled, hazardous, organic, inorganic, dirty water, grey water

Characteristics of waste: different types eg domestic, commercial, industrial, agricultural; statistics for waste production; potential problems eg eutrophication, biological oxygen demand (BOD), methane production, odour, fly tipping, land contamination, hazardous waste; classification of material for recycling eg types of metal, types of plastic; recycling code

Factors influencing waste quantity: procurement policies; products used; other eg resource efficiency, worn out or broken components

2 Know the scope of waste management legislation and regulation

Major waste legislation: duty of care; current relevant UK legislation eg the Environmental Permitting Regulations (England and Wales) 2010, Waste Electrical and Electronic Equipment (WEEE) Regulations 2006, the Controlled Waste Regulations 1992, Environmental Protection Act (EPA) 1990, the End-of-Life Vehicles (Producer Responsibility) (Amendment) Regulations 2010; European Waste Directives eg the Waste Framework Directive (Directive 2006/12/EC), Landfill Directive (Directive 1999/31/EC); international legislation eg International Convention for the Prevention of Pollution From Ships, 1973, as modified by the Protocol of 1978 (Marpol treaty); other eg safe manual handling; Control of Substances Hazardous to Health (COSHH), Groundwater Regulations, Control of Pollution Act 1974, air quality; Codes of Practice, Health and Safety at Work Act 1974

Transportation of waste: duty of care; relevant legislation eg environmental permits; relevant documents eg Waste Carriers Licence, Waste Transfer Notes; waste transit

Roles of organisations: public sector organisations eg the Environment Agency, local authorities; private sector eg recycling companies, charity shops and collections; landfill; education and training eg Chartered Institution of Wastes Management (CIWM); job roles and potential career opportunities; waste transfer stations

3 Understand how to manage waste sustainably

Waste hierarchy: reasons for managing waste; reduce; reuse; recycle

Manage waste: point of production; opportunities to reduce waste eg procurement; collection; storage; transportation; machinery eg compactors, material handlers; contamination of waste; resource efficiency; waste awareness and reduction campaigns

Uses of waste: reuse eg reusable containers, furniture, clothing, fabrication, art/craft work; source of plant nutrients and soil conditioners eg agricultural/horticultural organic wastes, compost, sewage sludge, paper crumble; animal care eg foodstuffs, bedding; energy production eg direct combustion, biogas; recycling eg metal, glass, plastic, paper; other eg hardcore

Management requirements: waste audits; records of waste production; waste storage; waste storage protection eg prevention of water ingress; machinery required; records of waste disposal eg Waste Transfer Notes

Potential problems: cost; insufficient capacity eg overflowing recycling points; other eg pests, odour

4 Be able to safely manage waste

Waste management plan: audit of waste produced; disposal requirements eg recycling opportunities, legislation requirements, permits, exemptions

Promoting responsible waste management: waste management plans; signage; information transfer eg leaflets, posters; identifying waste management facilities; voluntary schemes eg bottle banks

Disposal of reusable or recyclable waste: appropriate methods eg collecting, sorting, distributing; maintenance of appropriate records eg Waste Transfer Notes

Disposal of non-reusable or recyclable waste: methods of disposal eg landfill, incineration; exemptions and environmental permits

Safe working practices: correct personal protective equipment (PPE); risk assessments; safe working practices eg safe manual handling

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 discuss sources of waste using relevant terminology	**M1** evaluate the sources of different waste streams for a given situation within a specified timescale	**D1** justify recommendations for waste reduction in a given situation with reference to relevant current legislation
P2 explain relevant characteristics of waste for a given situation		
P3 discuss appropriate factors that influence the quantity of waste produced for a given situation		
P4 outline, using relevant terminology, current waste management legislation and codes of practice	**M2** discuss how waste management practices are influenced by legislation for a given situation	
P5 describe the effect of current legislation and codes of practice on waste management for a given situation		
P6 explain appropriate methods for the sustainable management of waste, in accordance with relevant legislation and regulation		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P7 explain potential problems involved with the sustainable management of waste	**M3** justify the integrated sustainable waste management plan from a waste management audit for a given situation, within a specified timescale.	**D2** evaluate the management of waste in a given situation, explaining strengths and areas for improvement.
P8 conduct an appropriate waste management audit for a given situation [IE1, 2, 3]		
P9 prepare an integrated, valid sustainable waste management plan for a given situation [CT3; EP3, 4, 5]		
P10 demonstrate correct safe disposal of selected waste in accordance with the waste management plan [RL2; TW1]		
P11 promote valid, responsible waste management in a given situation with reference to the waste management plan.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Tutors can base delivery on any suitable local organisation, business or community, such as a settlement, a local authority area, or even the centre itself. However, while most of the delivery will be centred on the locality of the centre, tutors should take the opportunity, where appropriate, to explore national, European and global issues. Delivery of this unit will involve practicals, case studies, and visits to suitable sites. Tutors should continually stress not only health and safety and safe manual handling, but also environmental good practice, relevance to sustainability issues, and reducing waste and its cost. Where appropriate, tutors may also wish to consider training learners for relevant industry-related tests involving machinery and/or safe manual handling.

For learning outcome 1, learners need to identify and appreciate the volume of waste production and the problems associated with waste that are faced by communities and businesses nationwide. Learners need to be aware of different solutions for managing waste such as reducing domestic waste by implementing awareness campaigns, for example real nappy initiative, love food hate waste campaign. Learners also need to be able to assess quantities of waste(s) produced by specific enterprises, sites or communities. This aspect of delivery can take place in any suitable situation known to learners, which can range from a local authority, the centre itself, a utility, or a specific business enterprise such as a farm with a livestock enterprise where animals are housed at certain times of the year (for example, beef or dairy cattle). Learners need to be provided with a basic understanding of the potential pollution caused by inappropriate waste management. Whichever context is chosen, tutors need to ensure that learners have access to suitable records and documentation to enable them to undertake the assessments mentioned in the next section.

For learning outcome 2, learners are required to know the relevant UK and European legislation concerning the management and transportation of waste, together with at least one example of international legislation. Since there is a large body of legislation involved with this subject, an appropriate approach might be to initially investigate the concept of duty of care, and then describe in detail how a relevant piece of UK legislation has been derived from a European directive, in order to illustrate this concept. The example of waste selected for delivery of this outcome could be a specific type of waste that is of relevance to learners or is produced by the centre itself (for example, waste electrical goods, end-of-life vehicles or animal waste). Learners can then be provided with a list of other relevant legislation, together with a brief description.

It would be beneficial if learners' knowledge of legislation was reinforced whilst studying for learning outcome 3, and whilst undertaking the practical waste management tasks required for learning outcome 4. This could be particularly useful with regard to documentation, where learners could complete blank copies of any relevant documents. Learners also need to know the roles of relevant organisations related to waste management, and it may be appropriate to invite a guest speaker from, for example, a local authority, to talk to learners about the responsibilities, job roles, career opportunities and training provision within their particular organisation. A general overview of job roles and career opportunities could be provided at this point, and this could be combined with any careers guidance that learners receive, allowing delivery and assessment to be integrated.

Delivery of learning outcome 3 could commence with the concept of the waste hierarchy, with a class discussion on how waste can be avoided, reduced, reused and/or recycled. Learners need to research why avoiding and reducing waste is preferable to reusing, which is, in turn, preferable to recycling. During the delivery of learning outcome 3, learners could be reminded of the legislation studied for learning outcome 2 in order to appreciate the problems that communities or businesses face in complying with current legislation. It would be beneficial to obtain 'example' copies of relevant documents (for example, Waste Transfer Notes or Waste Carriers Licences). Practical requirements (for example, the wearing of PPE and correct handling of materials) can be discussed during the delivery of learning outcome 3 in preparation for learning outcome 4.

The delivery of learning outcome 4 will be largely practical, with learners applying knowledge and understanding from the other learning outcomes. If centres have access to nearby practical facilities, there is no need to deliver learning outcome 4 at the end of the unit. In this case, some of the activities required to deliver this learning outcome could be interspersed with the more theoretical learning outcomes in the unit. During the delivery of this unit, tutors need to ensure that learners can produce a waste management plan, encourage others to manage waste responsibly, and safely carry out various appropriate practical activities. The waste plan could start with a waste audit of an area, business or site, including noting signage, etc. Practical tasks could involve collecting and sorting waste, collecting specific waste for recycling or reuse, using waste products as fertilisers and soil conditioners (eg spreading agricultural/horticultural compost or farmyard manure). The delivery of this outcome is likely to be based on a site known to learners.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction and overview of the unit.
Assignment 1: Types and Quantities of Waste, Legislation and Regulations (P1, P2, P3, P4, P5, P6, M1, M2, D1) Tutor introduces the assignment brief.
Theory sessions: types of waste, quantities, hazards, composition.
Theory sessions: statistics for waste production, potential problems.
Practical sessions: identify wastes, calculate amounts produced, carry out a risk assessment.
Theory sessions: major legislation, and its implementation.
Theory sessions: safe manual handling, health and safety issues, risk assessment.
Practical sessions: safe handling methods, site visits.
Theory sessions: calculate amounts of waste produced, storage methods, disposal methods, safety.
Practical sessions: identify waste storage, sustainable waste management, identify waste handling machinery.
Assignment 2: Safely Managing Wastes (P7, P8, P9, P10, P11, M3, D2) Tutor introduces the assignment brief.
Theory sessions: waste planning, methods of sustainable waste management, potential reuse, recycling methods, records, waste reduction strategies, waste awareness campaigns.
Practical sessions: carry out selected activities concerning waste management, waste management audit, waste management planning.

Assessment

As the scope of this unit is wide, assessment needs to involve evidence that is broad for some criteria and more specific for others. For P1, learners need to discuss sources of waste, including their appropriate classification (for example European waste codes), and appropriate terminology (for example, whether individual waste streams are classed as controlled or hazardous).

For P2, learners need to explain characteristics of waste for a given situation, including composition, smell, risk to wildlife, etc.

For P3, learners need to discuss appropriate factors that influence the quantity of waste produced in a given situation, for example the number of people or animals in an area or given site, packaging, worn out components, end-of-life vehicles, waste electric goods, broken or obsolete machinery and workshop waste.

For P4, learners need to outline current waste management legislation and codes of practice that cover the transportation, storage, handling and management of waste. For the main legislation and codes of practice, learners will be expected to use relevant terminology, state the date of enactment, and other relevant updated and amended legislation where applicable.

For P5, and subsequent criteria, learners need to concentrate on specific issues in more depth. For P5, learners need to describe the effect of current legislation and codes of practice on waste management in a given situation. Evidence will include any constraints imposed on a community and its representatives, or a business and its management.

For P6, learners need to explain methods available to manage waste appropriately and sustainably within the constraints outlined in P5. For example, learners could investigate how often a bottle bank is emptied, and where the glass is transported to, or how often a group of animals is cleaned out, and where the manure is stored. For P6, learners must also explain sustainable waste management methods within a given context, citing, for example, the storage and machinery used.

For P7, learners need to explain the potential problems that can occur with sustainable waste management. These problems are likely to vary with context, but could include pollution problems, or antisocial activities such as litter production and fly tipping.

Assessment of criterion P8 can be linked with that for P9, as the waste management audit required for P8 can act as a precursor to the waste management plan for a given situation required for P9. The audit could be practical in nature, or could take the form of a desktop survey, whichever is most appropriate for the centre. For P8 and P9, learners need to undertake an initial audit of the waste produced in a given situation (P8), and develop a valid plan for the sustainable management of the waste (P9), including listing the necessary exemptions, permits and other legal documents required. Templates for waste management audits and plans are available for use in businesses in various industrial situations, and it is possible to give learners a suitable template as part of the assignment brief, provided it is of a type used in an appropriate industrial context. Examples of suitable templates can be downloaded from www.netregs.gov.uk.

The evidence required for P10 is likely to be entirely practical in nature, and can be confirmed via an assessor's observation record, supported by suitable video or photographic evidence of learners demonstrating correct safe disposal of waste in accordance with the waste management plan. Templates for assessors' observations can be downloaded from the Edexcel website (www.edexcel.com). Any appropriate waste management activity can be undertaken to provide evidence, but preferably, it should be an extension of the waste management plan produced for P9. Assessors should ensure that suitable risk assessments are undertaken prior to any practical activity, and learners must wear the correct PPE in order to achieve this criterion.

For P11, learners are required to promote valid, responsible waste management, and the assessment of this criterion can be linked to any other suitable criteria, for example P1, P2, P3, P6, P7, P8, and/or P10, depending on the context chosen. The evidence presented could be practical, verbal, written, or any combination of the three. It could take the form of a presentation, leading a practical activity such as litter picking, production of suitable signage or an information document(s) promoting responsible waste management.

For M1, learners are required to use the evidence mentioned previously for P1, P2 and P3, and evaluate the sources of different waste streams for a given situation, within a specified timescale. As learners are investigating specific sites for the assessments associated with learning outcomes 3 and 4, evidence for this criterion will be broader, for example, involving an industry or local authorities across a region. Evidence that learners have evaluated at least five different waste streams is required to achieve this criterion. To replicate industry conditions, it is expected that learners will present the evidence in a timescale expected in an industrial situation.

For M2, learners need to discuss how legislation influences waste management practices for a given situation. As with M1, it would be appropriate to expect evidence to be based on an industry or local authorities in a region. Evidence must be based on the main current legislation applicable at the time of unit delivery. Suitable evidence could include discussion concerning recycling, landfill, use of personal protective equipment, or other specific industry examples. Learners must demonstrate that they have made the link between legislation and waste management practice.

For M3, learners' evidence is likely to be based on a single site, or a more localised area, than that required for M1 and M2. For M3, learners need to justify the integrated waste management plan produced following a waste management audit for an appropriate given situation within an industrial timescale. The situation investigated can be chosen at the discretion of the assessor, to reflect the geographical area and the resources available to the centre. Successful learners are likely to build on, and show additional understanding of, the evidence presented for P7, P8, P9, P10 and P11, and there is likely to be a degree of qualitative differentiation evident. Learners need to provide evidence to show that they have considered the results of a waste management audit, and produced a practical plan including appropriate promotion of responsible waste management, in a coherent manner. Evidence for this criterion could be produced via a written plan, and via questioning whilst learners are undertaking practicals, with learners' achievement recorded via an appropriate assessor's observation record. In an industrial situation, a plan would need to be provided within an appropriate timescale, and this industrial practice should be reflected within the assessment timelines.

For D1, learners need to demonstrate that they have synthesised the evidence presented for M1 and M2, and can justify appropriate recommendations for reducing waste in a given situation and within the constraints of current legislation.

For D2, learners need to synthesise evidence from other criteria and evaluate waste management in a given situation; for example, learners need to evaluate whether the plan drawn up for M3, and the promotional material produced for P11, are sustainable, and whether these are feasible when considerations of legislation, potential problems and facilities in a given area are taken into account. Learners need to explain the strengths of waste management for the given situation, and areas for improvement, providing reasons and/or evidence to support their explanation.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1, M2, D1	Types and Quantities of Waste, Legislation and Regulations	As a member of staff with responsibility for waste management, identify the wastes produced in a given situation, monitor the amounts produced, classify them, and discuss how they could be managed practically. Describe the current legislation relating to the control, handling, storage and disposal of waste, and how this legislation affects the community or business, including a description of waste management in a European and global context.	Monitoring logbook/ diary. Report.
P7, P8, P9, P10, P11, M3, D2	Safely Managing Wastes	Carry out a waste management audit on a chosen community or business, and complete a summary of the required waste management, storage and disposal methods. On completion of the audit, draw up a sustainable waste management plan and evaluate the existing waste management of the community or business. Carry out practical waste management activities as per the plan, and to specified timescales.	Completed pro forma. Observation records/ witness statements. Report/illustrated article.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Environmental Sustainability sector suite. This unit has particular links with the following units in the BTEC Environmental Sustainability suite:

Level 3
Understand the Principles of Sustainable Development
Work-related Experience in the Environmental Sustainability Sector
Pollution Control and Management
Sustainable Facilities Management

Essential resources

Learners must be provided with appropriate PPE and personal hygiene facilities whilst undertaking any practical tasks. The unit could be supported by visits to sites where waste is composted, sorted and/or recycled, together with visits to associated enterprises such as anaerobic digesters. Some local authorities have waste education teams, or similar, who are willing to visit centres to make suitable presentations regarding sustainability issues, and may provide resources. For example, the 'Better Tomorrows' initiative, a waste reduction, reuse and recycling programme in West Sussex. Also, 'Wastebuster', a nationwide school environmental awareness and waste reduction campaign.

A series of authentic records, both physical and financial (for example, Waste Transfer Notes, and the costings of running a waste management service) should be available for learners at relevant times during the programme.

Employer engagement and vocational contexts

The focus of this unit is on the practical application of waste management theory, which affects all commercial premises to a greater or lesser extent. Therefore, during visits to a business for any purpose, discussions should be encouraged regarding how waste is managed at the site concerned. Specialist waste management organisations may also be able to provide useful technical literature, visits or guest speakers. Public bodies such as local authorities and the Environment Agency, which are involved with waste management, can supply useful information on sites for visits, and speakers.

Indicative reading for learners

Textbooks

Davie T – *Fundamentals of Hydrology – Routledge Fundamentals of Physical Geography* (Routledge, 2002) ISBN 9780415220293

Defra – *Waste Strategy for England* (HMSO, 2007)

Glasson J, Therivel R and Chadwick A – *Introduction to Environmental Impact Assessment* (Routledge, 2005) ISBN 9780415338363

Goudie A – *The Human Impact on the Natural Environment* (Blackwell Publishing, 2006) ISBN 9781405127042

Kerski J and Ross S – *The Essentials of the Environment* (Hodder Arnold, 2005) ISBN 9780340816325

Mason C – *Biology of Freshwater Pollution, 4th Edition* (Prentice Hall, 2001)ISBN 9780130906397

Perry J and Vanderklein E L – *Water Quality: Management of a Natural Resource* (Blackwell Science, 1996) ISBN 9780865424692

Websites

ADAS	www.adas.co.uk
Better Tomorrows	www.bettertomorrows.org.uk
Department for Environment, Food and Rural Affairs	www.defra.gov.uk/environment/waste
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk
Envirowise	www.envirowisegov.uk
Freecycle	www.freecycle.org
Furniture Re-use Network	www.frn.org.uk
Green-Works	www.green-works.co.uk
NetRegs	www.netregs.gov.uk
Northern Ireland Environment Agency	www.ni-environment.gov.uk
Recycle Now Schools	www.recyclenow.com/schools
Waste and Resources Action Programme	www.wrap.org.uk
Waste Awareness Certificate	www.wasteawareness.org
Wastebuster	www.wastebuster.co.uk
Welsh Assembly Government	www.wales.gov.uk

Journals

Farmers Guardian

Farmers Weekly

The Journal for Waste and Resource Management Professionals

Other

Environment Agency – *The Model Procedures for the Management of Land Contamination, CLR 11*

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	conducting a waste management audit
Creative thinkers	preparing an integrated, valid sustainable waste management plan
Reflective learners	demonstrating correct safe disposal of waste
Team workers	demonstrating correct safe disposal of waste
Effective participators	preparing an integrated, valid sustainable waste management plan.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Reflective learners	making recommendations to reduce waste visiting local enterprises
Effective participators	engaged in promoting responsible waste management.

Functional skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	interpreting current waste management legislation
ICT – finding and selecting information	
Select information from a variety of sources to meet requirements of a complex task	researching waste legislation
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	conducting a waste management audit preparing a waste management plan
Combine and present information in ways that are fit for purpose and audience	conducting a waste management audit preparing a waste management plan
Mathematics – representing	
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations	calculating waste production, storage and disposal for a relevant enterprise
Identify the situation or problems and identify the mathematical methods needed to solve them	calculating waste production, storage and disposal for a relevant enterprise
Choose from a range of mathematics to find solutions	calculating waste production, storage and disposal for a relevant enterprise
Mathematics – analysing	
Apply a range of mathematics to find solutions	calculating waste production, storage and disposal for a relevant enterprise
Use appropriate checking procedures and evaluate their effectiveness at each stage	calculating waste production, storage and disposal for a relevant enterprise
Mathematics – interpreting	
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations	calculating waste production, storage and disposal for a relevant enterprise
Draw conclusions and provide mathematical justifications	calculating waste production, storage and disposal for a relevant enterprise

Skill	When learners are ...
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	undertaking waste management audits and making recommendations for the improvement of waste management at a specified location discussing strengths and areas for improvement in waste management for a given situation
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching current major waste legislation
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	conducting a waste management audit producing reports producing a waste management plan.