

Edexcel Level 3 Diploma for Waste Supervisor (QCF)

Specification

Edexcel competence-based qualifications

First teaching from July 2011

Issue 2

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Diploma for Waste Supervisor (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 3 Diploma for Waste Supervisor (QCF)	600/2266/8	01/07/2011

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Reference Application (LARA), where relevant.

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

The QCF 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 Edexcel.

Key features of the Edexcel Level 3 Diploma for Waste Supervisor (QCF)

This qualification:

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

The Edexcel Level 3 Diploma for Waste Supervisor (QCF) has been approved as a component of the Sustainable Resource Management Advanced Apprenticeship framework.

What is the purpose of this qualification?

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

Who is this qualification for?

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

Edexcel'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 these qualifications to the learner and employer?

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

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

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

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

Learners can progress to occupational roles or continue to work as a competent operative in the collection, transport, treatment and final management of waste and recyclables at supervisory levels. It is possible for supervisors to move into other industry areas or to become managers. Graduate apprentices could progress to other qualifications recognised by the Chartered Institute of Wastes Management.

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

What is the qualification structure for the Edexcel Level 3 Diploma for Waste Supervisor (QCF)?

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

Learners must complete a minimum of 59 credits to achieve this qualification. They must complete all the units in Mandatory Group A for a total of 47 credits. Learners must also complete two units from Optional Group B for a minimum of four credits and three units from Optional Group C for a minimum of eight credits. At least two of the units chosen from Optional Group C must be at Level 3 or above.

Edexcel Level 3 Diploma for Waste Supervisor (QCF)			
Unit	Mandatory units Learners must complete all units in this mandatory group for a total of 47 credits	Credit	Level
1	Contribute to the Management of the Environmental Impact of Work	7	3
2	Supervise the Work of Others	7	3
3	Supervise Health and Safety in the Working Environment for Waste Management Activities	8	3
4	Ensure that Staff Conform to Productive and Efficient Working Practices	5	2
5	Provide Leadership in Area of Responsibility	20	5
Unit	Optional units – B Learners must complete a minimum of two units from this group totalling at least four credits	Credit	Level
6	Generate and Retain Waste and Resource Management Business	14	3
7	Manual Handling, Lifting and Moving of Loads in a Waste Environment	2	1
8	Participate in Meetings	2	2
9	Manage own Professional Development Within an Organisation	4	3
10	Support Learning and Development Within Own Area of Responsibility	5	4
11	Plan, Allocate and Monitor Work of a Team	5	3
12	Oversee Waste Process Operations	4	3
13	Validation of Waste	5	2
14	Inspection of Vehicles Used in Waste Management Facilities	2	3

Unit	Optional units – B Learners must complete a minimum of two units from this group totalling at least four credits	Credit	Level
15	Maintain the Condition of Waste Process Equipment	10	2
16	Control the Risk from Vehicle and Plant Movements on Waste Management Facilities	9	2
17	Conduct Environmental Monitoring on a Waste Management Facility	4	2
18	Contribute to Maintaining Sustainable Development and Environmental Good Practice at Work	5	2
19	Maintain the Security of Waste Management Facilities	7	1
20	Acceptance of Waste	7	2
21	Contribute to the Sustainability, Maintenance and Preservation of the Environment	2	2
22	Exchange Responsibility for Control of Waste Processing Operations	9	2
23	Contribute to the Provision of Customer Service in a Waste Environment	5	2
24	Support Customer Service Improvements	5	2
Unit	Optional Group C Learners must complete a minimum of three units from this optional group and achieve a minimum of eight credits. At least two of the units chosen must be at Level 3 or above.	Credit	Level
25	Control Maintenance and Other Engineering Operations	13	4
26	Manage the Transfer of Outputs and Disposal of Residues from Remediation of Contaminated Land	8	3
27	Manage and Maintain Effective Systems for Responding to Emergencies	19	4
28	Manage Customer Care Programs to Improve Waste Management Services	9	3
29	Control Work Activities on a Waste Management Facility	9	3
30	Maintain Vehicle Crew Compliance with Operational Requirements	3	3
31	Manage the Traffic Office	4	3

Unit	Optional Group C	Credit	Level
	Learners must complete a minimum of three units from this optional group and achieve a minimum of eight credits. At least two of the units chosen must be at Level 3 or above.		
32	Review the Quality of Customer Service	8	4
33	Manage a Budget for Own Area or Activity of Work	7	5
34	Make Effective Decisions	3	3
35	Ensure Compliance With Legal, Regulatory, Ethical and Social Requirements	5	4
36	Plan, Allocate and Monitor Work in Own Area of Responsibility	5	4
37	Plan an Organisation's Workforce	9	7
38	Implement Change in Own Area of Responsibility	6	4
39	Work Productively With Colleagues and Stakeholders	6	5
40	Recruit Staff in Own Area of Responsibility	4	5
41	Set Objectives and Provide Support for Team Members	5	3
42	Identify and Evaluate Sustainable Resources in a Waste Environment	8	4
43	Operate the Weighbridge	15	3
44	Work with Others to Improve Customer Service	8	3
45	Conform to General Workplace Environmental Requirements	3	2
46	Direct Vehicle Movements on Site	4	2
47	Conforming to Productive Working Practices in the Workplace	3	2
48	Control the Sale of Stocked Material or Products	3	2
49	Conforming to General Safety in the Workplace	2	1

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 requirements/strategy

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

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

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

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

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information 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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel 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 Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the recycling management/recycling operations sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: **Contribute to the Management of the Environmental Impact of Work**

Unit reference number: D/602/1063

QCF level: 3

Credit value: 7

Guided learning hours: 32

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Maintain the environment through effective contribution to the management of work</p>	<p>1.1 Organise work activities and the use of resources in own area of responsibility so that they are:</p> <ul style="list-style-type: none"> - Efficient and effective - Comply with legal requirements and environmental policies - Minimise the negative and maximise the positive impact on the environment <p>1.2 Identify the environmental impact of work activities and the use of resources in own area of responsibility</p> <p>1.3 Report promptly any identified risks to the environment, which you and others do not have the ability to control</p> <p>1.4 Encourage people in own area of responsibility to identify opportunities for, and contribute to, improving environmental performance</p> <p>1.5 Identify and implement changes to work activities and the use of resources that will reduce the negative and increase the positive impact on the environment</p> <p>1.6 Communicate the environmental benefits resulting from changes to work activities and the use of resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 Obtain specialist advice, where necessary, to help identify and manage the environmental impact of their work activities and use of resources</p> <p>1.8 Recognise changes in circumstances promptly and adjust plans and activities accordingly</p> <p>1.9 Present information clearly, concisely, accurately and in ways that promote understanding</p> <p>1.10 Keep people informed of plans and developments</p> <p>1.11 Comply with and ensure others comply with:</p> <ul style="list-style-type: none"> - legal requirements - industry regulations - organisational policies - professional codes <p>1.12 Act within the limits of own authority</p> <p>1.13 Be vigilant to possible hazards</p> <p>1.14 Make appropriate information and knowledge available promptly to those who need it and have a right to it</p> <p>1.15 Encourage others to share information and knowledge efficiently within the constraints of confidentiality</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to manage the impact of work on the environment	<p>1.16 Make best use of available resources and proactively seek new sources of support when necessary</p> <p>2.1 Explain how to organise work activities and the use of resources in their area of responsibility so that they are efficient and effective</p> <p>2.2 Explain the importance of organising work activities and the use of resources so that they minimise their negative and maximise their positive environmental impact, and how to do so</p> <p>2.3 Explain the importance of identifying the environmental impact of work activities and the use of resources in own area of responsibility, and how to do so</p> <p>2.4 Explain the importance of reporting promptly any identified risks to the environment which you or others do not have the ability to control, and how to do so</p> <p>2.5 Explain how to encourage people to make contributions</p> <p>2.6 Explain how to identify an implement changes to work activities and the use of resources that will reduce negative and increase positive environmental impact</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.7 Describe the principles of effective communication and how to apply them</p> <p>2.8 Explain the limits of own and others responsibilities</p> <p>2.9 Explain industry and sector requirements for managing environmental performance in their area of responsibility</p> <p>2.10 Describe the legal requirements and environmental policies and how to comply with them</p> <p>2.11 Describe the types of risks to the environment, which you and others do not have the ability to control</p> <p>2.12 Describe the range of environmental specialists that exists inside and/or outside their organisation</p> <p>2.13 Explain your role, responsibilities and limits of their authority</p> <p>2.14 Present information clearly, concisely, accurately and in ways that promote understanding</p> <p>2.15 Keep people informed of plans and developments</p> <p>2.16 Make appropriate information and knowledge available promptly to those who need it and have a right to it</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.17 Encourage others to share information and knowledge efficiently within the constraints of confidentiality			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Supervise the Work of Others

Unit reference number: H/602/1064

QCF level: 3

Credit value: 7

Guided learning hours: 33

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan and delegate work activities within own area of responsibility	<p>1.1 Agree the division of work for each member of staff before instructing work to commence</p> <p>1.2 Plan the best way to carry out the work to achieve performance requirements</p> <p>1.3 Confirm that the working methods to be used comply with operational requirements and Health & Safety Regulations</p>			
2 Manage the timely and safe completion of work activities	<p>2.1 Ensure that all staff carry out, and complete, work activities within performance requirements</p> <p>2.2 Ensure that individuals work in a safe manner and wear PPE in accordance with organisational requirements</p> <p>2.3 Identify and resolve any difficulties which arise from staff carrying out their work safely</p> <p>2.4 Prevent disagreements between people from disrupting work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use and communicate data and information when supervising others	3.1 Complete work documentation in accordance with operational requirements 3.2 Provide colleagues with information to enable them to undertake work in accordance with operational requirements 3.3 Obtain, and communicate to colleagues, information that is needed to enable tasks to be undertaken effectively and safely			
4 Resolve problems which arise when supervising and working with others	4.1 Notify the designated person when work is likely to be completed later than a pre-agreed schedule 4.2 Resolve instances of unsafe or disruptive behaviour in accordance with operational procedures 4.3 Resolve problems arising within own area of responsibility 4.4 Report problems that cannot be resolved to the designated person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand the regulations, procedures and requirements for supervising the work of others</p>	<p>5.1 Explain the potential hazards associated with different materials</p> <p>5.2 Explain how to recognise work-related hazards and risks</p> <p>5.3 Explain operational procedures and documentation relevant and associated with the supervision of others</p> <p>5.4 Describe how to deal constructively with colleagues and other people and resolve disagreements</p> <p>5.5 Describe how and when to use personal protective equipment (PPE) in line with operational policy and procedures</p> <p>5.6 Explain why it is important to comply with operational procedures</p> <p>5.7 Explain the organisations performance requirements for the work being carried out</p> <p>5.8 Explain a range of different styles of working</p> <p>5.9 Describe the different methods and ways that can be used to supervise and motivate others</p> <p>5.10 Explain how to develop productive working relationships with others</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.11 Explain how misunderstandings can be resolved 5.12 Explain how to manage meetings and discussions and achieve positive outcomes 5.13 Explain how to recognise and overcome work related difficulties in workplace			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support 6.2 Be receptive to new ways of working			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (*if sampled*)

Unit 3: Supervise Health and Safety in the Working Environment for Waste Management Activities

Unit reference number: K/602/1065

QCF level: 3

Credit value: 8

Guided learning hours: 58

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Supervise activities in compliance with health and safety legislation and approved workplace processes and procedures</p>	<p>1.1 Ensure that all staff maintain their personal standards of hygiene in accordance with organisational requirements</p> <p>1.2 Ensure that all staff use their designated personal protective equipment (PPE) in accordance with operational procedures and legislation</p> <p>1.3 Ensure that all staff use approved safe working and hygiene methods and techniques when carrying out work activities</p> <p>1.4 Make sure work areas are kept clean and tidy and contribute to maintaining them in a suitable condition</p> <p>1.5 Ensure that all staff follow safe working procedures and practices in accordance with organisational requirements</p> <p>1.6 Ensure that all staff carry out work routines in accordance with organisational procedures</p> <p>1.7 Check risk assessments are in place for all aspects of work, prior to instructing staff to commence operations, and ensure that the requirements are complied with</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Ensure that all pedestrians keep to specified walkways in the work place 1.9 Give warnings to people who might be at risk from hazardous conditions 1.10 Ensure data is used and communicated as detailed in operational procedures			
2 Use and communicate data and information in line with operational procedures	2.1 Report unsafe materials, plant and equipment 2.2 Report unsafe locations to the designated person 2.3 Report unsafe operating conditions in the work environment 2.4 Report hazards which have the potential to be risks 2.5 Report emergencies promptly			
3 Resolve problems which could affect health and safety	3.1 Deal with unsafe behaviour in accordance with workplace procedures and approved practices 3.2 Take steps to deal with conditions that are hazardous to people 3.3 Report problems within own area of responsibility in accordance with operational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the regulations, procedures and requirements for Supervising health and safety in the working environment for waste management activities</p>	<p>3.4 Refer – to the designated person – health and safety issues that fall outside the responsibility of the job role</p> <p>4.1 Describe the classifications and types of waste</p> <p>4.2 Describe the potential hazards associated with different wastes</p> <p>4.3 Explain the relevant waste management operational procedures and why it is important to comply with them</p> <p>4.4 Describe operational documentation and recording systems</p> <p>4.5 Describe the work-related hazards and risks associated with work activities and the management of waste</p> <p>4.6 Explain how to deal constructively with colleagues and other people and resolve disagreements</p> <p>4.7 Explain how to use personal protective equipment (PPE) in line with operational procedures</p> <p>4.8 Describe organisations requirements for maintaining personal hygiene</p> <p>4.9 Describe the legislative requirements for conducting Risk Assessments in the work place</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.10 Describe organisational processes and procedures for reporting potential risks, hazards and dangerous incidents</p> <p>4.11 Describe the differences between a hazard and a risk</p> <p>4.12 Explain the importance of good housekeeping</p> <p>4.13 Explain the importance of identifying hazards and how to minimise them</p> <p>4.14 Explain the importance of warning others about risks and ways to do it</p> <p>4.15 Explain the risks associated with the operation and use of plant and equipment</p> <p>4.16 Describe hazard warning signs and their purposes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Work in a manner which underpins effective performance	5.1 Recognise and act when others need support 5.2 Be receptive to new ways of working			

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

Unit 4: **Ensure that Staff Conform to Productive and Efficient Working Practices**

Unit reference number: M/602/1066

QCF level: 2

Credit value: 5

Guided learning hours: 22

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish productive working relationships	1.1 Ensure that individuals are motivated to carry out their work in a positive manner 1.2 Ensure, wherever possible, that individuals are arranged into teams that are able to work productively together 1.3 Ensure that individuals are aware of the impact of unproductive working methods 1.4 Identify and resolve issues that impact on productivity in a negative manner			
2 Develop individuals and teams to work efficiently	2.1 Ensure that individuals and teams are aware of the needs for efficient operations 2.2 Ensure that individuals are trained to work in the most efficient manner 2.3 Ensure that individuals are aware of the organisations operational requirements for the work being carried out 2.4 Identify and resolve inefficient working practices			
3 Use and communicate data and information in line with operational procedures	3.1 Report inefficient practices, materials, plant and equipment 3.2 Report unproductive operating conditions in the work environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Resolve problems which could affect operational efficiency	<p>4.1 Deal with inefficient behaviour in accordance with responsibilities of the job role and workplace procedures</p> <p>4.2 Report conditions that are inefficient or unproductive</p> <p>4.3 Report problems within own area of responsibility in accordance with operational procedures</p> <p>4.4 Refer, to the designated person, operational problems that fall outside the responsibility of the job role</p>			
5 Understand the regulation procedures and requirements for ensuring that staff conform to productive and efficient working practices	<p>5.1 Describe appropriately details of operational procedures and documentation</p> <p>5.2 Determine the classifications and types of materials and products handled at work</p> <p>5.3 Determine the potential hazards associated with different materials and products</p> <p>5.4 Determine how to identify work-related hazards and risks</p> <p>5.5 Determine how to use personal protective equipment (PPE) in line with operational procedures</p> <p>5.6 Determine operational procedures and why it is important to comply with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.7 Determine the limits of the job responsibility when communicating with others</p> <p>5.8 Describe appropriately the organisational requirements for efficiency and productivity</p> <p>5.9 Determine how to motivate individuals and teams</p> <p>5.10 Determine how to create efficient and productive teams</p> <p>5.11 Determine the benefits of productive working methods</p> <p>5.12 Determine the impact of unproductive working methods</p> <p>5.13 Determine the benefits of efficient working methods</p> <p>5.14 Determine the impact of inefficient working methods</p> <p>5.15 Determine how to identify unproductive working methods</p> <p>5.16 Determine how to identify inefficient working methods</p> <p>5.17 Determine the organisational reporting procedures and processes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.18 Determine the limits of their responsibility for efficiency and productivity			

Learner name: _____ Date: _____

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(if sampled)

Unit 5: Provide Leadership in Area of Responsibility

Unit reference number: Y/602/1062

QCF level: 5

Credit value: 20

Guided learning hours: 130

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to provide leadership in own area of responsibility</p>	<p>1.1 Create a vision of where own area is going and clearly and enthusiastically communicate it</p> <p>1.2 Create objectives and operational plans for people working in their area</p> <p>1.3 Ensure that people working within own area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation</p> <p>1.4 Steer own area successfully through difficulties and challenges including conflict, diversity and inclusion issues within the area</p> <p>1.5 Create and maintain a culture within own area which encourages and recognises creativity and innovation</p> <p>1.6 Develop a range of leadership styles and select and apply them to appropriate situations and people</p> <p>1.7 Communicate regularly, making effective use of a range of different communication methods, with all the people working within own area and show that they listen to what they say</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 Give people in own area support and advice when they need it especially during periods of setback and change</p> <p>1.9 Motivate and support people in own area to achieve their work and development objectives and provide recognition when they are successful</p> <p>1.10 Empower people in own area to develop their own ways of working and take their own decisions within agreed boundaries</p> <p>1.11 Encourage people to take the lead in their own areas of expertise and show willingness to follow this lead</p> <p>1.12 Win, through own performance, the trust and support of people in their area for leadership and get regular feedback on own performance</p> <p>1.13 Make time available to support others</p> <p>1.14 Show integrity, fairness and consistency in decision making</p> <p>1.15 Model behaviour that shows respect, helpfulness and co-operation</p> <p>1.16 Take personal responsibility for making things happen</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand behaviours that underpin effective performance to provide leadership in own area of responsibility	1.17 Communicates complex tasks and information in a way that can be readily understood 2.1 Describe behaviours that generate excitement, enthusiasm and commitment 2.2 Explain how to create a sense of common purpose 2.3 Explain how to support others to take decisions autonomously 2.4 Explain how to seek an understanding of people's needs and motivations 2.5 Explain how to encourage and support others to make the best use of their abilities			

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(if sampled)

Unit 6: Generate and Retain Waste and Resource Management Business

Unit reference number: H/602/1503

QCF level: 3

Credit value: 14

Guided learning hours: 89

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to the generation of business	<p>1.1 Maintain accurate and up-to-date information on the organisation's services</p> <p>1.2 Carry out market research and industry networking to identify potential customers</p> <p>1.3 Contact potential customers and establish their needs for waste and resource management services</p> <p>1.4 Develop proposals to meet customer needs and present them to customers in a way that gains their interest</p> <p>1.5 Follow up enquiries for services and expressions of interest for proposals</p> <p>1.6 Acquire orders from customers in response to proposals and initiate the service agreed</p>			
2 Contribute to the retention of business	<p>2.1 Initiate customer's feedback systems for the services provided</p> <p>2.2 Respond to negative customer feedback and initiate remedial action</p> <p>2.3 Evaluate feedback for its importance and impact on operations</p> <p>2.4 Make regular contact with customers to review their business needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use and communicate data and information	<p>3.1 Communicate information on the organisation's services which are consistent with the organisation's policy</p> <p>3.2 Communicate the features and advantages of the available services to generate and retain business</p> <p>3.3 Develop and present a reasoned case when providing advice</p> <p>3.4 Communicate feedback to colleagues and organisational management</p> <p>3.5 Maintain information systems and records for use in generating and retaining business and for quality control purposes</p> <p>3.6 Notify the administration process of all new orders and supply full details for charging and accounting purposes</p>			
4 Report problems which could affect the generation and retention of waste and resource management business	<p>4.1 Report customer complaints of unsafe or unsatisfactory behaviour by organisational representatives when carrying out the service to the appropriate manager</p> <p>4.2 Arrange for customers to be notified if operational problems affect the service delivery</p> <p>4.3 Advise colleagues or managers of situations which need their intervention</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Seek expert advice to resolve situations which are outside the responsibility of the job role</p> <p>4.5 Identify any problems in achieving the proposal outcomes and make contingency arrangements for their resolution</p> <p>4.6 Arrange for any sub standard work to be remedied</p>			
<p>5 Understand the underpinning regulations, procedures and requirements for managing waste operations</p>	<p>5.1 Describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment</p> <p>5.2 Describe appropriately waste management legislation and guidance that is applicable to waste management sites</p> <p>5.3 Describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment</p> <p>5.4 Describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes</p> <p>5.5 Describe appropriately the organisational environmental policy and procedures applicable to the site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 Describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace</p> <p>5.7 Describe appropriately the procedures for the proper management control of work activities on the site</p>			
<p>6 Understand the specific regulation procedures and requirements for generating and retaining waste and resource management business</p>	<p>6.1 Describe appropriately</p> <p>6.2 Organisational policies, procedures and resource constraints which may affect advice and information given to others</p> <p>6.3 The principles of confidentiality when handling customer feedback</p> <p>6.4 The organisation's objectives relating to environmental protection, health and safety, profitability, operational outcomes and quality standards</p> <p>6.5 Recent developments in technology and operating procedures within the waste management industry</p> <p>6.6 The organisation's objectives and priorities for the provision of a waste and resource management service</p> <p>6.7 The organisational procedures for the proper management control of work activities on customers sites</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.8 The records required by legislation and by organisational procedures in relation to the services provided</p> <p>6.9 The records required by legislation and by company procedures in relation to the activities carried out to provide the service</p> <p>6.10 The procedures for dealing with spillages</p> <p>6.11 The Control of Substances Hazardous to Health (COSHH) assessment data for all hazardous substances received, handled and used when providing the service</p> <p>6.12 The specific legislative requirements and guidance applicable to the waste and resource management services</p> <p>Determine:</p> <p>6.13 How to gather and use qualitative and quantitative information</p> <p>6.14 The types of problems which may occur when gathering information and how to overcome these</p> <p>6.15 How to record and store the information securely</p> <p>6.16 The importance of providing information and advice to others and their role and responsibility in relation to this</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.17 The importance of ensuring the validity of information and how to do this</p> <p>6.18 The principles and importance of handling information confidentiality</p> <p>6.19 The importance of identifying customer needs and the part they should play in doing this</p> <p>6.20 How to identify needs in sufficient detail to develop proposals</p> <p>6.21 How to develop reasoned cases and negotiate with potential and actual customers</p> <p>6.22 The importance of customer feedback and how to respond</p> <p>6.23 How to evaluate feedback in terms of impact on operations</p> <p>6.24 How to use cost benefit analysis methods and techniques</p> <p>6.25 The current operating costs within the organisation for the services provided</p> <p>6.26 The importance of monitoring implementation of a service to a customer and how to deal with problems arising during implementation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.27 The different types of waste and materials that could be handled by the service provided</p> <p>6.28 How to complete all relevant paperwork</p> <p>6.29 The technical skills needed for the services provided</p> <p>6.30 How to ensure that relevant staff has the required skills to provide a service and what to do in response to a perceived skills deficit</p> <p>6.31 The storage and handling implications for the waste types handled when providing a service</p> <p>6.32 The types, functions and limitations of waste handling equipment available for use on the service</p> <p>6.33 How to use risk assessment and the identification of potential work-related hazards and difficulties</p> <p>6.34 The potential hazards to safety, health and the environment arising from the activities carried out to provide the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.35 How to interpret process documentation and verify that the information is accurate and relates to the waste and resources handled when providing the service</p> <p>6.36 How to communicate operational instructions orally and in writing</p> <p>6.37 The importance of ensuring people's understanding of information and advice given and of operational instructions and how to do this</p> <p>6.38 The market value of recovered resource materials</p>			
7 Work in a manner which underpins effective performance	<p>7.1 Be assertive in making decisions</p> <p>7.2 Pursue accountability of staff for delegated responsibilities</p> <p>7.3 Reflect critically on personal achievements to inform future actions</p>			

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(if sampled)

Unit 7: Manual Handling, Lifting and Moving of Loads in a Waste Environment

Unit reference number: R/602/2078

QCF level: 1

Credit value: 2

Guided learning hours: 10

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

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

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Unit 8: Participate in Meetings

Unit reference number: H/600/9688

QCF level: 2

Credit value: 2

Guided learning hours: 20

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for a meeting.	1.1 Explain meeting objectives prior to the meeting 1.2 Identify own role and prepare as necessary			
2 Be able to participate in a meeting.	2.1 Contribute to meeting discussions using evidence to support own opinions 2.2 Acknowledge other viewpoints presented at a meeting 2.3 Seek clarification or confirmation of own understanding of outcomes			
3 Be able to communicate information to relevant stakeholders.	3.1 Communicate information from the meeting to those who have an interest, in line with any organisational protocol			

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Unit 9: **Manage own Professional Development Within an Organisation**

Unit reference number: L/600/9586

QCF level: 3

Credit value: 4

Guided learning hours: 20

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assess own career goals and personal development.	1.1 Identify own career and personal goals 1.2 Assess how own career goals affect work role and professional development		
2	Be able to set personal work objectives.	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives		
3	Be able to produce a personal development plan.	3.1 Identify gaps between objectives set, own current knowledge and skills 3.2 Produce a development plan		
4	Be able to implement and monitor own personal development plan.	4.1 Plan activities identified in own development plan 4.2 Explain how to monitor and review own personal development plan		

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(if sampled)

Unit 10: Support Learning and Development Within Own Area of Responsibility

Unit reference number: M/600/9676

QCF level: 4

Credit value: 5

Guided learning hours: 25

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify the learning needs of colleagues in own area of responsibility.	<p>1.1 Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills</p> <p>1.2 Prioritise learning needs of colleagues</p> <p>1.3 Produce personal development plans for colleagues in own area of responsibility</p>			
2 Understand how to develop a learning environment in own area of responsibility.	<p>2.1 Explain the benefits of continual learning and development</p> <p>2.2 Explain how learning opportunities can be provided for own area of responsibility</p>			
3 Be able to support colleagues in learning and its application.	<p>3.1 Identify information, advice and guidance to support learning</p> <p>3.2 Communicate to colleagues to take responsibility for their own learning</p> <p>3.3 Explain to colleagues how to gain access to learning resources</p> <p>3.4 Support colleagues to practise and reflect on what they have learned</p>			
4 Be able to evaluate learning outcomes and future learning and development of colleagues.	<p>4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes</p> <p>4.2 Support colleagues when updating their personal development plan</p>			

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Unit 11: Plan, Allocate and Monitor Work of a Team

Unit reference number: Y/600/9669

QCF level: 3

Credit value: 5

Guided learning hours: 25

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

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

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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare equipment and materials to treat waste	<p>1.1 Check the process equipment complies with operational requirements before processing is started</p> <p>1.2 Check equipment and materials to be used for processing are fully serviceable and ready for safe use in accordance with operational procedures</p> <p>1.3 Check workplace safety equipment is available, and functioning correctly, before processing is started</p> <p>1.4 Select and use the designated personal protective equipment (PPE) in accordance with operational procedures</p> <p>1.5 Check the work area and equipment is maintained, clean and prepared in order to start processing safely</p> <p>1.6 Follow start up procedures in line with operational procedures</p>			
2 Monitor and control waste process operations	<p>2.1 Check the work area is left in a clean, safe and serviceable condition on completion of processing activity</p> <p>2.2 Follow shut down procedures in line with operational procedures</p> <p>2.3 Shut the process down safely in the event of any accident, incident, major failure of equipment or other emergency</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Shutdown the processing operations	<p>3.1 Conform to all operational procedures for the job</p> <p>3.2 Comply with operational guidelines for maintaining safety and security around the processing area</p> <p>3.3 Monitor the work process to ensure it conforms to quality control measures</p> <p>3.4 Adjust the process controls to ensure operations remain within specification</p> <p>3.5 Confirm the waste and other products of the process meet specifications in full compliance with operational requirements</p>			
4 Use and communicate data and information connected with waste process operations	<p>4.1 Follow operational procedures to inform team members and other people in the vicinity when an operation is ready to start or be handed over</p> <p>4.2 Verify the detail in the documentation received with the waste is correct before the waste is processed</p> <p>4.3 Record waste processing information in line with acceptance procedures and confirm the waste acceptance criteria are met</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Report abnormalities in received waste or its documentation by bringing them to the attention of the designated person</p> <p>4.5 Record and report the presence of any unacceptable waste in accordance with operational requirements</p> <p>4.6 Report non-conformances of waste to the designated person</p> <p>4.7 Complete all documentation for the processing and dispatch of waste consignments, and check the details are correct for the waste to be despatched</p> <p>4.8 Pass on information to other people where it is needed for other purposes</p> <p>4.9 Record, and report, defects in equipment, failure to meet processing requirements, accidents or other incidents in accordance with operational procedures</p> <p>4.10 Check processing records for quality assurance purposes are stored securely</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Resolve problems which arise from running waste process operations</p>	<p>5.1 Take steps to reconcile differences between delivery documentation and wastes received before starting process operations</p> <p>5.2 Arrange for minor faults to be put right quickly in order to minimise disruption to processing schedules</p> <p>5.3 Take steps, immediately, to deal with the spillage of waste and any release of contamination to the environment</p> <p>5.4 Alert people, promptly, to emergencies and accidents which arise on the work site</p> <p>5.5 Follow operational procedures promptly when dealing with accidents which result in personal injury or contamination of people</p> <p>5.6 Check that unsafe behaviour is avoided in accordance with the responsibilities of the job role and workplace procedures</p> <p>5.7 Refer matters that affect the integrity of the process, or which pose a health and safety risk, that are outside the responsibility of the job role</p> <p>5.8 Resolve problems within own area of responsibility</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand the regulations, procedures and requirements for overseeing waste process operations</p>	<p>6.1 Describe appropriately the potential hazards associated with different wastes</p> <p>6.2 Describe appropriately operational procedures and why it is important to comply with them</p> <p>6.3 Determine how to identify work-related hazards and risks</p> <p>6.4 Determine how to deal constructively with colleagues and other people and resolve disagreements</p> <p>6.5 Determine how to use personal protective equipment (PPE) in line with operational procedures</p> <p>6.6 Describe appropriately control measures and precautions to be used in handling wastes and treatment materials</p> <p>6.7 Describe appropriately the specifications for treated waste product and how to deal with variations from those specifications</p> <p>6.8 Describe appropriately the differences between batch waste treatment processes and continuous waste treatment processes</p> <p>6.9 Describe appropriately the procedures for dealing with outputs and residues</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.10 Describe appropriately the procedures for checking process equipment</p> <p>6.11 Describe appropriately the methods which can be used to monitor the treatment process</p> <p>6.12 Describe appropriately the quality control parameters for the treatment processes</p> <p>6.13 Describe appropriately the methods of process adjustment to meet specification range</p> <p>6.14 Describe appropriately the approved methods of sampling from the treatment process</p> <p>6.15 Describe appropriately the procedures for dealing with spillages</p> <p>6.16 Determine the importance of ensuring the people carrying out the process are trained or qualified to do it</p> <p>6.17 Determine the hazards associated with wastes and treatment processes</p> <p>6.18 Determine how to check and confirm that documentation matches the wastes and materials to which it refers</p> <p>6.19 Determine how to deal with cases of non compliance of waste</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.20 Determine the importance of hygiene, safety and maintaining good housekeeping practices and standards 6.21 Determine how to use emergency stop procedures 6.22 Determine the importance of emergency shutdown procedures and how to use them			
7 Work in a manner which underpins effective performance	7.1 Recognise and act when others need support 7.2 Be receptive to new ways of working			

Learner name: _____ Date: _____

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(if sampled)

Unit 13: Validation of Waste

Unit reference number: A/602/1376

QCF level: 2

Credit value: 5

Guided learning hours: 7

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Validate waste	<p>1.1 Check and confirm the documentation accompanying the waste is correct</p> <p>1.2 Establish the waste complies with the site waste management licence</p> <p>1.3 Check the documents for wastes being accepted are completed accurately and legibly and they are stored in the designated place</p> <p>1.4 Ensure information recorded on documents meets organisational procedures</p> <p>1.5 Reject unsuitable waste in accordance with organisational procedures</p>			
2 Resolve problems which arise from the validation of waste	<p>2.1 Rectify and resolve discrepancies on documents accompanying the waste before it is accepted</p> <p>2.2 Report problems outside the responsibility of the job role in accordance with operational procedures</p> <p>2.3 Resolve problems within own area of responsibility</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the regulations, procedures and requirements for the validation of waste</p>	<p>3.1 Describe appropriately operational procedures and why it is important to comply with them</p> <p>3.2 Determine the potential hazards associated with different wastes</p> <p>3.3 Determine how to identify work-related hazards and risks</p> <p>3.4 Determine how to use personal protective equipment (PPE) in line with operational procedures</p> <p>3.5 Describe appropriately the operational procedures for validation and rejection of waste</p> <p>3.6 Describe appropriately the transport, acceptance, and rejection documentation to comply with legal and organisational requirements</p> <p>3.7 Describe appropriately the Permit or License conditions covering the acceptance of waste at their site</p> <p>3.8 Describe appropriately other relevant environment permit details applicable to the facility</p> <p>3.9 Determine how to recognise classifications of waste that they may encounter in their job role</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.10 Describe responsibility for the dissemination of information outside the organisation			
	3.11 Determine how to deal with documentation which does not comply with site permit or license or Duty of Care legislation			
	3.12 Determine how to deal with emergencies			
	3.13 Determine the classifications, using European Waste Codes, of waste that can be permitted on the site			
4 Work in a manner which underpins effective performance	4.1 Recognise and act when others need support			
	4.2 Be receptive to new ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Inspection of Vehicles Used in Waste Management Facilities

Unit reference number: D/602/1371

QCF level: 2

Credit value: 2

Guided learning hours: 3

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Carry out inspections of vehicles and associated equipment</p>	<p>1.1 Select and use appropriate PPE prior to commencing an inspection in accordance with the organisational procedures</p> <p>1.2 Check that risk assessment outcomes covering the vehicle inspection are met</p> <p>1.3 Carry out the vehicle Inspection in accordance with manufacturers' recommendations and the organisation's inspection schedule</p> <p>1.4 Check the vehicle system in accordance with organisational requirements</p> <p>1.5 Inspect the wheels for security and damage</p> <p>1.6 Check for damage, missing items or insecure body work or fittings that might affect the safe operation of the vehicle</p> <p>1.7 Check the fuel and windscreen wash levels and fill up the tanks if levels are too low for the day's activities</p> <p>1.8 Check the levels of lubricants, cooling system fluid, and other fluid reservoirs</p> <p>1.9 Check that health, safety and amenity equipment fitted to, or in, the vehicle is in place and fit for service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Use and communicate data and information connected with inspections</p>	<p>2.1 Complete daily inspection reports in accordance with organisational requirements</p> <p>2.2 Record any corrective actions taken and report them to the designated person</p> <p>2.3 Record and report any defects or damage found on vehicles and associated equipment in accordance with organisational procedures</p> <p>2.4 Issue clear warnings to drivers where vehicles and associated equipment do not conform to safe operational requirements</p> <p>2.5 Attach warning signs to vehicles that must not be moved as a result of identifying serious defects or where minor defects infringe transport legislation</p>			
<p>3 Resolve problems which arise from inspections of vehicles and associated equipment</p>	<p>3.1 Arrange for minor defects to be rectified before vehicles are released for service</p> <p>3.2 Advise their designated supervisor immediately when safety warnings or vehicle isolation measures are ignored by drivers or others</p> <p>3.3 Inflate tyres to the correct operating pressure</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the regulations, procedures and requirements for inspection of vehicles used in waste management facilities	<p>3.4 Top up low fluid levels with the appropriate approved fluids and record and report their action to the designated person</p> <p>3.5 Request expert opinion from a qualified vehicle technician if the inspection reveals any possible defect with which they are unfamiliar</p> <p>3.6 Resupply any missing health, safety and welfare consumables</p> <p>3.7 Resolve problems within own area of responsibility</p>			
	<p>4.1 Describe appropriately details of work schedules and working procedures</p> <p>4.2 Describe appropriately organisational policies and why it is important to comply with them</p> <p>4.3 Determine the potential hazards of waste</p> <p>4.4 Determine how to identify work-related hazards and difficulties</p> <p>4.5 Describe appropriately the operation of the vehicle systems</p> <p>4.6 Describe appropriately the procedures for dealing with unsafe situations and vehicles and associated equipment not capable of operating effectively</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 Describe appropriately the procedures for reporting inspections, damage, defects, shortages and actions taken</p> <p>4.8 Determine the items that need to be checked for a specific vehicle and associated equipment</p> <p>4.9 Determine the items which are essential for safety</p> <p>4.10 Determine how to identify damage that would interfere with the safe and effective operation of the vehicle and associated equipment</p> <p>4.11 Determine how to identify any items missing in the vehicle's associated equipment</p> <p>4.12 Determine the purpose of the inspection check list and how to use it to carry out and record daily checks</p> <p>4.13 Determine responsibility within the job role with regard to statutory requirements</p> <p>4.14 Determine the permitted repair or replacements which can be made within the job role</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Work in a manner which underpins effective performance	5.1 Recognise and act when others need support 5.2 Be receptive to new ways of working			

Learner name: _____ Date: _____

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

Unit 15: Maintain the Condition of Waste Process Equipment

Unit reference number: D/602/1600

QCF level: 2

Credit value: 10

Guided learning hours: 38

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Confirm waste processing equipment conforms to operational requirements	<p>1.1 Check the operation of the processing equipment during both operational and non-operational conditions</p> <p>1.2 Check all elements of the risk assessment for carrying out examinations on the equipment are observed, and follow all safe working systems</p> <p>1.3 Ensure data is used and communicated as detailed in operational procedures</p>			
2 Clean, maintain and adjust waste process equipment to specification	<p>2.1 Carry out cleaning and maintenance during both operational and non-operational conditions in accordance with operational procedures</p> <p>2.2 Check that the work area is safe for the cleaning and maintenance work to be carried out</p> <p>2.3 Select and use the designated personal protective equipment (PPE) in line with operational requirements</p> <p>2.4 Follow operational maintenance procedures for cleaning, lubricating, adjusting, dismantling and reassembling the equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Select, use and dispose of materials, residues maintenance substances, tools and equipment specified in the maintenance procedures			
3 Use and communicate data and information	<p>3.1 Use and erect warning signs to indicate potential hazards around the work area</p> <p>3.2 Comply with Permit to Work documentation to meet operational requirements before the work is started</p> <p>3.3 Complete performance documentation legibly and accurately and store the documents according to organisational requirements</p> <p>3.4 Notify the designated person when process performance fails to meet organisational requirements</p> <p>3.5 Report – to the designated person – defective equipment that cannot be rectified within the responsibilities of the job role</p> <p>3.6 Comply with operational procedures and guidelines whilst undertaking maintenance work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Resolve problems which arise from maintaining waste processing equipment	<p>4.1 Remove defective equipment from service and initiate repair procedures</p> <p>4.2 Label and store defective equipment in a manner which prevents its use by others</p> <p>4.3 Bring to the attention of the designated person hazards that arise in the working area</p> <p>4.4 Arrange for replacement equipment to be available when essential equipment is removed from service for major repair or replacement</p> <p>4.5 Resolve problems within own area of responsibility</p>			
5 Understand the regulations, procedures and requirements for maintaining the condition of waste process equipment	<p>5.1 Describe appropriately the potential hazards associated with different wastes</p> <p>5.2 Describe appropriately operational procedures and why it is important to comply with them</p> <p>5.3 Determine how to identify work-related hazards and risks</p> <p>5.4 Describe appropriately the permit conditions for the site to operate and maintain the equipment</p> <p>5.5 Describe appropriately the isolation procedures for treatment equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 Describe appropriately the access requirements and safety interlocks to maintain equipment</p> <p>5.7 Describe appropriately the different types of identifications to use for plant and equipment which is unsuitable to use</p> <p>5.8 Describe appropriately environmentally safe disposal of cleaning fluids, residues and other materials</p> <p>5.9 Describe appropriately emergency procedures related to cleaning and maintenance operations</p> <p>5.10 Describe appropriately the organisational requirements for records about performance, adjustments, maintenance and repair, and parts and materials used</p> <p>5.11 Determine how to initiate and use organisational authorisation procedures</p> <p>5.12 Determine the items needing dismantling prior to cleaning and maintenance, and reassembly</p> <p>5.13 Determine the adjustment parameters and how to make operator adjustments</p> <p>5.14 Determine how to immobilise unserviceable equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.15 Determine the cleaning materials, maintenance tools and equipment required for different jobs</p> <p>5.16 Determine how to clean and maintain tools and equipment used to carry out maintenance</p> <p>5.17 Determine how to access risk assessments for inspecting, and maintaining the equipment</p> <p>5.18 Determine the items that require dismantling prior to cleaning and maintenance, and how to reassemble them</p> <p>5.19 Determine how to report defective equipment</p> <p>5.20 Determine how to communicate instructions and information to other people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support 6.2 Be receptive to new ways of working			

Learner name: _____ Date: _____

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

Unit 16: **Control the Risk from Vehicle and Plant Movements on Waste Management Facilities**

Unit reference number: F/602/1069

QCF level: 2

Credit value: 9

Guided learning hours: 35

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Control the risk from vehicle and mobile plant movements in line with operational and location-specific procedures</p>	<p>1.1 Direct the vehicle driver to the designated loading or unloading area</p> <p>1.2 Explain the hand signals they will use to users of the site</p> <p>1.3 Give hand signals to the driver to assist with the safe movement and positioning of the vehicle or mobile plant</p> <p>1.4 Ensure drivers of plant, and vehicles and their crews, comply with safe working practice</p> <p>1.5 Check mobile plant and vehicle drivers and their crew use the PPE specified for the site</p> <p>1.6 Check vehicles manoeuvring to and from public roads and the site are properly directed to avoid harm or nuisance to other road users, users of the site, and pedestrians</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain the safety of pedestrians and workers in line with operational and location-specific procedures	<p>2.1 Check and confirm the designated walking areas are clear and safe for use by pedestrians</p> <p>2.2 Check pedestrians do not enter vehicle or plant operating areas unless directed to do so</p> <p>2.3 Check vehicle crews comply with organisational procedures during vehicle movements on the site</p> <p>2.4 Check pedestrians and visitors to the site are properly authorised and understand and obey the site rules and practices</p>			
3 Use and communicate data and information to enable risk to be controlled	<p>3.1 Inform all site visitors and users about the rules governing access to and movement on the site and the requirements for PPE in accordance with organisational procedures</p> <p>3.2 Report promptly incidents which compromise the safe movement of vehicles, plant, drivers, crews, workers and pedestrians on the site in accordance with organisational procedures</p> <p>3.3 Report infringements of site rules in accordance with site operational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 Inform drivers of problems they may encounter during vehicle or mobile plant movements on the site or when leaving the site</p> <p>3.5 Inform drivers of defects that may breach organisational procedures</p> <p>3.6 Record and report defective fixtures, fittings or equipment on the site</p> <p>3.7 Advise plant and vehicle drivers about load security in compliance with organizational and legal requirements</p> <p>3.8 Advise plant and vehicle drivers of any height or width restrictions that may affect the movement of the vehicle or mobile plant on site</p> <p>3.9 Give instructions to vehicle crews, work colleagues, and other pedestrians, on how to move safely around the site</p> <p>3.10 Report accidents or near-miss incidents witnessed on site in accordance with organisational requirements</p> <p>3.11 Determine how to communicate with drivers and crew members in a way that achieves a positive outcome</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Resolve problems from vehicle and mobile plant movements which compromise safety</p>	<p>4.1 Deal with unsafe behaviour in accordance with responsibilities of the job role and operational procedures</p> <p>4.2 Refer matters outside the responsibility of the job role to designated personnel</p> <p>4.3 Cordon off any area on site that becomes dangerous due to site operations, and notify the designated personnel</p> <p>4.4 Arrange for spillage, from vehicles or plant on the site, to be made safe and cleared up</p> <p>4.5 Resolve problems within the limits of own responsibility</p>			
<p>5 Understand the regulations, procedures and requirements for controlling the risk from vehicle and plant movements on waste management facilities</p>	<p>5.1 Describe appropriately the classifications and types of waste</p> <p>5.2 Describe appropriately the potential hazards associated with different wastes</p> <p>5.3 Describe appropriately operational procedures and why it is important to comply with them</p> <p>5.4 Determine How to identify work-related hazards and risks</p> <p>5.5 Describe appropriately workplace procedures for the operation of vehicles and mobile plant</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 Describe appropriately operating procedures for the location of vehicles and mobile plant</p> <p>5.7 Describe appropriately rules and operational procedures for the location</p> <p>5.8 Determine how to recognise vehicle and mobile plant characteristics and turning restrictions</p> <p>5.9 Determine the types of problems which can occur in forward and reverse movements</p> <p>5.10 Determine how to recognise and deal with hazardous substances that may be spilled from vehicles or plant on the site</p> <p>5.11 Determine potential risks that pedestrians are exposed to from vehicle and mobile plant movements</p> <p>5.12 Determine how to prevent pedestrians breaching organisational regulations</p> <p>5.13 Determine how to recognise and respond to incidents that interfere with operations</p> <p>5.14 Determine how to select and use personal protective equipment</p> <p>5.15 Determine how to report non-compliance issues</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.16 Determine how to ensure the safety of road users when manoeuvring vehicles onto public roads 5.17 Be receptive to new ways of working			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support 6.2 Be receptive to new ways of working			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (*if sampled*)

Unit 17: **Conduct Environmental Monitoring on a Waste Management Facility**

Unit reference number: F/602/1380

QCF level: 2

Credit value: 4

Guided learning hours: 14

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Conduct environmental monitoring	<p>1.1 Carry out environmental monitoring to meet the waste management permit requirements for the site</p> <p>1.2 Use approved techniques – for each factor being monitored – in accordance with organisational procedures</p> <p>1.3 Before use ensure that monitoring, and measuring equipment has been correctly calibrated in accordance with organisational procedures</p> <p>1.4 Select and use the designated personal protective equipment (PPE) in accordance with operational procedures</p> <p>1.5 Use sampling and testing instruments and equipment in accordance with manufacturer’s specifications</p> <p>1.6 Clean sampling and testing instruments and equipment after use to ensure it is maintained in sound operational condition</p> <p>1.7 Make sure regulations and guidelines for maintaining security are not compromised during monitoring or sampling on or around the site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Inspect, sample and test waste in line with operational procedures</p>	<p>2.1 Carry out visual and physical checks on wastes delivered to the site in compliance with organisational procedures</p> <p>2.2 Verify wastes are correctly labelled and comply with descriptions and specifications contained in the transfer documentation</p> <p>2.3 Sample wastes, using approved methods to have them tested, to verify the description in transfer documentation</p> <p>2.4 Carry out tests which have been authorised</p>			
<p>3 Use and communicate data and information in line with operational procedures</p>	<p>3.1 Check the completion of documents for wastes being accepted, treated or dispatched, to ensure they are accurate and legible, and store them in the designated place</p> <p>3.2 Record the results of visual checks and physical tests on wastes and record the test results in compliance with operational procedures</p> <p>3.3 Record all environmental monitoring inspections in compliance with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 Record and report non-compliance of test samples when they do not meet the description given in transfer documentation</p> <p>3.5 Report – to the designated person – non-compliance of samples with waste transfer documentation, and arrange for the waste rejection procedures to be initiated</p>			
<p>4 Resolve problems which arise from conducting environmental monitoring</p>	<p>4.1 Advise colleagues and managers of situations that have the potential to be hazardous to others or to the site and its environment</p> <p>4.2 Report – to the designated person – situations that are outside the responsibility of the job role</p> <p>4.3 Report – to the designated person – breaches of site security</p> <p>4.4 Report defective equipment and make arrangements for its repair or replacement in accordance with organisational requirements</p> <p>4.5 Resolve problems within own area of responsibility</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand the regulations, procedures and requirements for conducting environmental monitoring on a waste management facility</p>	<p>5.1 Describe appropriately the classifications and types of waste</p> <p>5.2 Describe appropriately the potential hazards associated with different wastes</p> <p>5.3 Describe appropriately operational procedures and why it is important to comply with them</p> <p>5.4 Determine how to identify work-related hazards and risks</p> <p>5.5 Describe appropriately the approved methods for inspecting, sampling and testing wastes</p> <p>5.6 Describe appropriately the methods for sampling</p> <p>5.7 Describe appropriately the environmental permit requirements for waste management facilities</p> <p>5.8 Describe appropriately the procedures for dealing with rejected waste</p> <p>5.9 Determine the implications of legal and organisational regulations for environmental monitoring and testing</p> <p>5.10 Determine how to select and use techniques relevant to the monitoring process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.11 Determine how to calibrate and operate the monitoring and measuring instruments and equipment			
	5.12 Determine the risks and threats posed by different types of wastes			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support			
	6.2 Be receptive to new ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: **Contribute to Maintaining Sustainable Development and Environmental Good Practice at Work**

Unit reference number: J/602/1395

QCF level: 2

Credit value: 5

Guided learning hours: 17

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to minimise the impact of work activities on the environment	<p>1.1 Carry out work in a manner which minimises environmental damage: pollution; physical disturbance</p> <p>1.2 Select and use recyclable materials, static and mobile plant that will minimise environmental damage: Pollution: physical disturbance</p> <p>1.3 Follow approved procedures and practices specific to the work activity</p> <p>1.4 Comply with Health, Safety and Environmental impacts of the work activity</p> <p>1.5 Ensure materials and resources are appropriate for the work activity</p> <p>1.6 Work in accordance with identified procedures and practices</p> <p>1.7 Recognise any potential environmental impacts and take the appropriate action: Pollution; physical disturbance</p>			
2 Understand operational processes to ensure environmental good practice	<p>2.1 Describe the operational processes to ensure environmental good practice</p>			
3 Understand operational processes to recommend improvements to maintain environmental good practice	<p>3.1 Describe the operational process to maintain environmental good practice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to dispose of waste materials safely and according to relevant approved procedures and practices	4.1 Identify materials for disposal 4.2 Determine health, safety and environmental implications for disposal of wastes 4.3 Ensure procedures for disposal of waste are appropriate 4.4 Describe how to dispose of waste in accordance with approved procedures and practices			
5 Be able to deal with small scale pollution incidents in accordance with approved procedures and practices	5.1 Identify the pollution incident 5.2 Determine the health, safety and environmental impacts of the incident 5.3 Ensure procedures to minimise environmental impact are appropriate in accordance with approved procedures and practices 5.4 Deal with the pollution incident in accordance with approved procedures and practices			
6 Be able to report more serious pollution incidents to the relevant people	6.1 Report more serious pollution incidents to the relevant people, for example: <ul style="list-style-type: none"> - accidents which cause personal injury. - changes in an individual's health which puts them at risk 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to report environmental incidents promptly and accurately in accordance with approved procedures and practices	7.1 Report environmental incidents promptly and accurately in accordance with approved procedures and practices, for example: <ul style="list-style-type: none"> - accidents which cause personal injury - changes in an individual's health which puts them at risk 			
8 Understand own role in contributing to sustainable development during work activities	8.1 Describe areas where you are able to contribute to sustainable development during work activities, for example: <ul style="list-style-type: none"> - conservation of energy - use of resources and equipment to minimise environmental damage 			
9 Understand how to contribute to maintaining sustainable development and environmental good practice at work	9.1 Determine the most suitable choice of materials and equipment given the nature of the work activity and its potential impact on the environment 9.2 Describe ways in which tools and materials should be used in order to minimise environmental damage 9.3 Identify organisational and legislative requirements in terms of minimising environmental damage 9.4 Describe types of damage which may occur; the impact these can have on the environment and the corrective actions to be taken			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.5 Compare methods of waste disposal which will minimise the risk to the environment 9.6 Explain appropriate ways of recognising and dealing with small scale pollution incidents 9.7 Describe the procedures in place for dealing with pollution incidents 9.8 Identify the limits of their own capabilities with regard to pollution incidents 9.9 Identify those to whom pollution and other environmental incidents should be reported			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (*if sampled*)

Unit 19: Maintain the Security of Waste Management Facilities

Unit reference number: K/602/1373

QCF level: 1

Credit value: 7

Guided learning hours: 23

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Maintain the security of the premises, equipment and materials</p>	<p>1.1 Follow all organisational procedures where they are a lone worker</p> <p>1.2 Maintain personal visibility in poor light conditions when opening and securing premises</p> <p>1.3 Check the integrity of the access to the premises on arrival and follow the correct entering procedures</p> <p>1.4 Carry out a general visual check of premises internally and externally for anything unusual</p> <p>1.5 Store equipment and materials safely and securely when not in use</p> <p>1.6 Check plant and equipment – not stored in a secure place – are immobilised when not in use</p> <p>1.7 Check all keys for vehicles and plant stored on site, and keys for internal access, are adequately labelled and stored securely when not in use</p> <p>1.8 Check that any waste stored in the facility is in a suitable safe and stable condition to be left in situ after the premises have been secured</p> <p>1.9 Turn off lights and power supplying equipment not required for security</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Use and communicate data and information	<p>1.10 Follow the correct exit procedures – including setting alarm systems that are fitted – and secure the premises</p> <p>2.1 Comply with operational procedures or guidelines for maintaining security of equipment and information</p> <p>2.2 Report any actual, or potential, breaches of security in accordance with operational procedures</p> <p>2.3 Store confidential information securely</p> <p>2.4 Ensure spare keys for access to the facility, and for vehicles and equipment kept on site, are correctly labelled and securely stored in a designated place off site</p> <p>2.5 Check documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies</p> <p>2.6 Check records of consumable resources used, and held in stock, are up-to-date</p> <p>2.7 Report any excesses, shortages or recording errors for consumables stored on site to the designated person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Resolve problems which arise from maintaining security	3.1 Arrange for damaged or insecure gates, doors, or window locks or catches to be repaired or replaced to enable the premises to be secured when not in use 3.2 Arrange for lights that are not working to be restored to full working order 3.3 Arrange for damage to the facility, or security equipment, to be repaired in accordance with operational procedures 3.4 Resolve problems within own area of responsibility			
4 Understand the regulations, procedures and requirements for maintaining the security of waste management facilities	4.1 Describe appropriately operational procedures and why it is important to comply with them 4.2 Determine how to identify work-related hazards and risks 4.3 Describe appropriately entering and leaving procedures for the facility 4.4 Describe appropriately other methods of securing equipment and materials 4.5 Determine how to recognise and report suspicious occurrences 4.6 Determine how to recognise and report breaches of security 4.7 Determine what information about the organisation is confidential			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Work in a manner which underpins effective performance	4.8 Determine why information about clients and visitors should be kept confidential			
	4.9 Determine how to ensure the security of consumable resources			
	4.10 Determine how to immobilise machinery and equipment			
	4.11 Determine location and security of keys for vehicles and plant			
	5.1 Recognise and act when others need support			
5.2 Be receptive to new ways of working				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Acceptance of Waste

Unit reference number: T/602/1375

QCF level: 2

Credit value: 7

Guided learning hours: 12

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Accept waste	<p>1.1 Check the incoming vehicle conforms to the site duty of care requirements</p> <p>1.2 Ensure that vehicles comply with entry and exit procedures and movement around the site</p> <p>1.3 Check the vehicle occupants comply with site health and safety requirements</p> <p>1.4 Check the waste reception area and equipment is operational and safe</p> <p>1.5 Reject unsuitable waste in accordance with organisational procedures</p>			
2 Use and communicate data and information in accordance with operational procedures	<p>2.1 Record all received waste on the required documentation</p> <p>2.2 Report abnormalities in received waste by bringing them to the attention of the designated person</p> <p>2.3 Record and report the reception of any unacceptable waste in accordance with organisational requirements</p> <p>2.4 Report to the designated person when the storage facilities do not meet operational requirements</p> <p>2.5 Report breaches in site security</p> <p>2.6 Report defective equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 Report problems outside the job role limits of authority			
3 Resolve problems which arise from the acceptance of waste	3.1 Have defects rectified on specialist handling equipment before using it 3.2 Take immediate steps, in accordance with operational procedures, where unsafe conditions arise 3.3 Resolve problems within own area of responsibility			
4 Understand the regulations, procedures and requirements for acceptance of waste	4.1 Describe appropriately the classifications and types of waste 4.2 Describe appropriately the potential hazards associated with different wastes 4.3 Describe appropriately operational procedures and why it is important to comply with them 4.4 Determine how to identify work-related hazards and risks 4.5 Determine how to use personal protective equipment (PPE) in line with operational procedures 4.6 Describe appropriately the operational procedures for validation and rejection of waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 Describe appropriately responsibility for the dissemination of information outside the organisation</p> <p>4.8 Describe appropriately the transport, acceptance, and rejection documentation to comply with legal and organisational requirements</p> <p>4.9 Describe appropriately the Permit or License conditions covering the acceptance of waste at their site</p> <p>4.10 Determine how to deal with documentation which does not comply with site permit or licence or Duty of Care legislation</p> <p>4.11 Determine other relevant environment permit details applicable to the facility</p> <p>4.12 Determine how to deal with emergencies</p> <p>4.13 Determine the classifications, using European Waste Codes, of waste that can be permitted on the site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Work in a manner which underpins effective performance	5.1 Recognise and act when others need support 5.2 Be receptive to new ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to recognise opportunities to minimise environmental impact when operating equipment and using materials.</p>	<p>1.1 Operate and look after equipment and materials so as to reduce environmental damage:</p> <ul style="list-style-type: none"> - Recyclable materials - Static and mobile plant - Pollution - Physical disturbance <p>1.2 Make sure work is carried out in accordance with approved procedures and practices: Health, Safety and Environmental related to:</p> <ul style="list-style-type: none"> - the individual and others - the organisation - regulatory and statutory requirements - relevant company policies - risk assessment <p>1.3 Recognise any likely or actual environmental damage and take the appropriate action:</p> <ul style="list-style-type: none"> - pollution - physical 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.4 Recognise Health, Safety and Environmental incidents related to:</p> <ul style="list-style-type: none"> - the individual and others - the organisation - regulatory and statutory requirements - relevant company policies - risk assessment <p>1.5 Carry out work in a manner which minimises environmental damage:</p> <ul style="list-style-type: none"> - pollution - physical disturbance 			
2 Understand operational processes to recommend improvements to maintain environmental good practice	2.1 Describe the operational process to maintain environmental good practice			
3 Understand how to contribute to the sustainability, maintenance and preservation of the environment	<p>3.1 Describe ways in which tools and materials should be used in order to minimise environmental damage</p> <p>3.2 Describe the consequences of pollution</p> <p>3.3 Describe how to recognise wastage of energy, equipment and materials</p> <p>3.4 Describe working methods that will minimise pollution and waste of resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Describe types of damage which may occur, the impact these can have on the environment and the corrective actions to be taken			
	3.6 Describe methods of waste disposal which will minimise the risk to the environment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Exchange Responsibility for Control of Waste Processing Operations

Unit reference number: Y/602/1384

QCF level: 2

Credit value: 9

Guided learning hours: 35

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Hand over responsibility for the control of the waste process to an incoming operator</p>	<p>1.1 Follow operational procedures for handing over responsibility both during and at the end of a work period</p> <p>1.2 Ensure the incoming operator knows that decisions outside the operator's job role responsibilities must be referred to the designated person</p> <p>1.3 Inform the incoming operator about ongoing problems before responsibility is handed over and confirm they are entered in the operating log</p> <p>1.4 Confirm the current operational settings for treatment and associated equipment according to operating requirements</p> <p>1.5 Confirm completion of handover and that incoming operator accepts responsibility in accordance with operational requirements</p>			
<p>2 Accept responsibility for the control of waste processing from an outgoing operator</p>	<p>2.1 Confirm information provided by the outgoing operator is understood before accepting responsibility, and that issues of concern are clarified before handover</p> <p>2.2 Ensure issues of concern are entered in the operating log</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Confirm all the operational settings for treatment and associated equipment are received from the outgoing operator and are recorded accurately</p> <p>2.4 Accept responsibility when all the information needed for continuing the process operation in accordance with operational procedures is complete</p>			
<p>3 Use and communicate data and information required for the handover process</p>	<p>3.1 Confirm the incoming operator understands the information provided and questions are answered before handing over responsibility</p> <p>3.2 Provide the incoming operator with accurate and up-to-date information about the current process conditions and settings, and confirm the process records are complete</p> <p>3.3 Relay special instructions applying to the process or materials and ensure the incoming operator understands the instructions</p> <p>3.4 Check the incoming operator is informed fully about problems and steps taken to resolve them, and other safety, health and environment matters which relate to the process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.5 Maintain operational logs for information passed onto incoming operators</p> <p>3.6 Record and report discrepancies in data or information required by operational procedures to the designated person</p> <p>3.7 Check documentation is legible and clear, and seek confirmation from the designated person if there are doubts or discrepancies</p>			
<p>4 Resolve problems for the control of waste processing which arise during the exchange of responsibility</p>	<p>4.1 Resolve instances where information is missing or unclear, as an incoming operator and as an outgoing operator</p> <p>4.2 Agree, with the designated person, responsibility for passing information about operational or staffing situations that have arisen</p> <p>4.3 Report situations which are outside the responsibility of the job role to the designated person</p> <p>4.4 Resolve problems within own area of responsibility</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand the regulations, procedures and requirements for exchanging responsibility for control of waste processing operations</p>	<p>5.1 Describe appropriately operational procedures and why it is important to comply with them</p> <p>5.2 Determine how to identify work-related hazards and risks</p> <p>5.3 Describe appropriately the operational procedures for maintenance of health and safety and environmental permit compliance</p> <p>5.4 Determine the responsibilities of both the incoming and outgoing operators for providing, understanding and clarifying information</p> <p>5.5 Determine how to provide data and other information effectively and efficiently</p> <p>5.6 Determine how, where, and when to record and store data and information</p> <p>5.7 Determine how, and when, to use verbal and written communications effectively</p> <p>5.8 Determine the importance of passing on information about problems encountered during the previous period, causes, and steps taken to resolve them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Work in a manner which underpins effective performance	5.9 Determine problems that might arise, symptoms, and steps to take to deal with them 5.10 Determine the expected operational performance of the treatment process 5.11 Determine where, and how, to access accurate and up-to-date records of the treatment operation and the need to keep it maintained and current 5.12 Determine the timing of significant stages in the process 5.13 Determine the status of stocks of raw waste, treatment materials, and other necessities 5.14 Determine the present health and safety status of the treatment operation 6.1 Recognise and act when others need support 6.2 Be receptive to new ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 23: **Contribute to the Provision of Customer Service in a Waste Environment**

Unit reference number: F/602/1685

QCF level: 2

Credit value: 5

Guided learning hours: 26

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to contribute to the provision of customer services in logistics operations	<p>1.1 Explain the relevant organisational policies and procedures, in relation to the provision of customer services in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - Health, safety and security - Personal protective equipment - Maintaining effective customer relations - Personal appearance and hygiene - Reporting procedures and systems - Recording information - Confidentiality - Complaints 			
	1.2 Describe different types of customers in relation to own organisation			
	1.3 Describe the importance of			
	<ul style="list-style-type: none"> - Promoting the organisation's image positively - Effective communication - Good customer service 			
	1.4 Identify the services available to customers in own organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to contribute to the provision of customer services in logistics operations	<p>1.5 Describe the implications of:</p> <ul style="list-style-type: none"> - A negative image on your organization - Poor communication - Poor customer service <p>1.6 Describe:</p> <ul style="list-style-type: none"> - Own role in dealing with customer complaints and - The limits of your responsibility <p>1.7 Identify who to report to when you are unable to deal with a customer enquiry or request</p>			
2.1 2.2	<p>2.1 Follow all organisational policies and procedures, in relation to contributing to customer services that relate to:</p> <ul style="list-style-type: none"> - Health, safety and security - Personal protective equipment - Maintaining effective customer relations - Personal appearance and hygiene - Reporting procedures and systems - Recording information - Confidentiality - Complaints <p>2.2 Develop positive relationships with customers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.3 Ensure that own personal appearance and hygiene meet organisational policies and standards 2.4 Communicate effectively with customers 2.5 Ensure that all information available is up-to-date and accurate 2.6 Identify customer needs 2.7 Deal effectively with customer enquiries 2.8 Ensure the customer is promptly informed of any action that is taken 2.9 Maintain customer confidentiality 2.10 Update customer records accurately 2.11 Record customer enquiries and outcomes accurately using the organisation's procedures and systems 2.12 Deal with customer complaints effectively			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 24: Support Customer Service Improvements

Unit reference number: A/601/1530

QCF level: 2

Credit value: 5

Guided learning hours: 33

Assessment requirements/evidence requirements

Please refer to the CfA Customer Service Assessment Strategy at www.cfa.uk.com.

1. Learners' evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit. (*Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010*)
2. Learners may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. Learners must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
4. Learners must provide evidence that they have:
 - a contributed to improving customer service through their own efforts
 - b contributed to improving customer service by working with others.
5. Learners' evidence must cover two changes with which they have been actively involved. In each case they must be able to identify the part they played in;
 - a linking customer feedback with the reasons for the change
 - b implementing the change
 - c gathering customer reactions to the change.
6. Learners' evidence for each change must show how:
 - a the change has improved customer service
 - b their customers have reacted to the change.
7. Each change that is part of learners' evidence must be significant enough for a regular customer to notice that the services or products they are delivering are different or that the way they and their colleagues deliver the services or products is different.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 use feedback to identify potential customer service improvements	<p>1.1 gather informal feedback from their customers</p> <p>1.2 use their organisation's procedures to collect feedback from their customers</p> <p>1.3 use the information from their customers to develop a better understanding of their customer service experience</p> <p>1.4 identify ways the service they give could be improved based on information they have gathered</p> <p>1.5 share their ideas for improving customer service with colleagues</p>			
2 implement changes in customer service	<p>2.1 identify a possible change that could be made to improve customer service</p> <p>2.2 present their idea for improving customer service to a colleague with the appropriate authority to approve the change</p> <p>2.3 carry out changes to customer service procedures based on their own idea or proposed by their organisation</p> <p>2.4 keep their customers informed of changes to customer service</p> <p>2.5 give customers a positive impression of changes that have been made</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	<p>assist with the evaluation of changes in customer service</p> <p>2.6 work positively with others to support customer service changes</p> <p>3.1 discuss with others how changes to customer service are working</p> <p>3.2 work with others to identify any negative effects of changes and how these can be avoided</p>			
4	<p>know how to support customer service improvements</p> <p>4.1 explain how customer experience is influenced by the way service is delivered</p> <p>4.2 identify how customer feedback is obtained</p> <p>4.3 explain how to work with others to identify and support change in the way service is delivered</p> <p>4.4 describe why it is important to give a positive impression to their customer about the changes made by the organisation even if the learner disagrees with them</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 25: Control Maintenance and Other Engineering Operations

Unit reference number: D/602/1435

QCF level: 4

Credit value: 13

Guided learning hours: 59

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Produce maintenance schedules	<p>1.1 Confirm the maintenance activities that are required to achieve maintenance requirements and use the data to draw up the most suitable sequence and timing</p> <p>1.2 Schedule the time and resources available for undertaking maintenance activities</p> <p>1.3 Produce maintenance schedules that are capable of meeting all relevant maintenance requirements, comply with legislation, and meet the requirements of external bodies and equipment manufacturers</p> <p>1.4 Produce contingency plans which take account of potential difficulties</p> <p>1.5 Specify clearly and record the maintenance schedule in accordance with organisational procedures</p> <p>1.6 Implement procedures to ensure that test certificates and operator certificates are kept up-to-date</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Use and communicate data and information	<p>2.1 Communicate the maintenance schedules to the people involved in implementing them and to others who would be affected by them</p> <p>2.2 Provide clear and accurate instructions to those responsible for maintenance and other engineering activities and check they understand what is required</p> <p>2.3 Take steps to ensure those responsible for maintenance and other engineering activities will have the necessary resources available to carry out work to the required standard</p> <p>2.4 Review regularly the frequency, nature and causes of breakdowns and use the information to resolve the problems and prevent failures</p> <p>2.5 Maintain accurate and up-to-date records</p>			
3 Monitor maintenance and other engineering operations	<p>3.1 Check the procedures to monitor and review the quality, safety and environmental impact of maintenance and other engineering activities are implemented correctly</p> <p>3.2 Take steps immediately to rectify any deviations from contractual or legal requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.3 Ensure the implementation of maintenance and other engineering activities comply with all relevant regulations and guidelines</p> <p>3.4 Ensure operatives on site implement and maintain the agreed systems to record faults and initiate repairs</p> <p>3.5 Be pro-active in taking measures to prevent potential breakdowns from occurring</p>			
<p>4 Understand the underpinning regulations, procedures and requirements for managing waste operations</p>	<p>4.1 Describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment</p> <p>4.2 Describe appropriately waste management legislation and guidance that is applicable to waste management sites</p> <p>4.3 Describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment</p> <p>4.4 Describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the specific regulation procedures and requirements for controlling maintenance and other engineering operations	<p>4.5 Describe appropriately the organisational environmental policy and procedures applicable to the site</p> <p>4.6 Describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace</p> <p>4.7 Describe appropriately the procedures for the proper management control of work activities on the site</p>			
	<p>5.1 Describe appropriately:</p> <p>5.2 Relevant legislation, Regulations, Codes of Practice and guidelines applicable to maintenance and other engineering activities</p> <p>5.3 The maintenance activities required for the plant, systems, equipment, vehicles, buildings and structures for which they are responsible</p> <p>5.4 The requirements for statutory testing of equipment and operator certificates</p> <p>5.5 Organisational procedures and legal requirements for environmental protection and safe working practices</p> <p>5.6 Organisational or site procedures and requirements for reporting faults and initiating repairs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.7 Organisational procedures for implementation, control and completion of contracts</p> <p>5.8 The recording systems used for maintenance schedules and records, permits to work and other contract information</p> <p>5.9 Handling procedures Determine:</p> <p>5.10 The time and resources needed for the required maintenance activities</p> <p>5.11 The factors to be taken into account when scheduling maintenance activities, including any insurance company requirements</p> <p>5.12 What difficulties might occur when implementing maintenance activities and what should be included in contingency plans</p> <p>5.13 The importance of checking people's understanding of instructions and how to do this</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.14 The technical skills needed for the maintenance and engineering activities carried out on their site, how to check that the people involved have the required skills and what to do in response to a perceived skills deficit</p> <p>5.15 The system for allocating contracts and permits to work and their role and responsibility in relation to these</p> <p>5.16 The terms and conditions of contracts for which they are responsible, including any insurance policy conditions regarding contract work</p> <p>5.17 The quality assurance systems that are being used for the maintenance and other engineering activities</p> <p>5.18 The importance of enforcing procedures for quality, safety and environmental protection and the actions to take in response to deviations from these</p> <p>5.19 The factors that increase the likelihood of breakdowns and action to take to prevent or reduce these, including the relationship between breakdowns and planned maintenance</p> <p>5.20 Handling implications of recyclable materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Work in a manner which underpins effective performance	6.1 Be assertive in making decisions 6.2 Pursue accountability of staff for delegated responsibilities 6.3 Reflect critically on personal achievements to inform future actions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 26: **Manage the Transfer of Outputs and Disposal of Residues from Remediation of Contaminated Land**

Unit reference number: K/602/1406

QCF level: 3

Credit value: 8

Guided learning hours: 46

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Manage the transfer of outputs and the disposal of residues from remediation of contaminated land</p>	<p>1.1 Implement systems and procedures for the transfer and transport of outputs and the disposal of residues from remediation of contaminated land in accordance with legislative and organisational requirements</p> <p>1.2 Make arrangements for an adequate supply of materials, equipment and information needed to carry out the loading and transport on or from the site</p> <p>1.3 Implement and operate health, safety and environmental risk assessment processes to enable reporting systems to operate effectively</p> <p>1.4 Make arrangements for the safe loading of the outputs and residues from the remediation processes</p> <p>1.5 Implement procedures and controls for the safe placement of remediated outputs that are to remain on the site</p> <p>1.6 Maintain the quality of the organisation's work by ensuring that all procedures and waste transfer and disposal processes are adhered to</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Use and communicate data and information to enable compliance with legislative and organisational requirements</p>	<p>2.1 Implement and maintain recording and information systems for the transfer and transport of outputs and disposal of residues from remediation processes carried out at the site</p> <p>2.2 Ensure that sites to which outputs and residues are to be transferred comply with all legislative requirements</p> <p>2.3 Inform site personnel of the risks associated with handling hazardous materials that are required to be sent off site for disposal</p> <p>2.4 Ensure the programme of work, and operational instructions, relating to the transfer and transport operations contain the information needed for site personnel to carry out the processes in line with organisational procedures</p> <p>2.5 Communicate the programme of work and operational instructions to all site personnel in ways which suit the types of information being given</p> <p>2.6 Ensure transport documentation for materials leaving the site is completed accurately</p> <p>2.7 Maintain accurate records of outputs and residues leaving the site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 Maintain accurate records of outputs remaining on the site, together with their location</p> <p>2.9 Advise colleagues and managers about accidents, incidents, interruptions to work and any situations that require their attention</p> <p>2.10 Maintain records of training for all staff employed on transfer and transport operations on the site</p>			
<p>3 Resolve problems which arise from the transfer of outputs and the disposal of residues from remediation of contaminated land</p>	<p>3.1 Ensure systems are in place to rectify staff shortages, equipment and transport deficiencies, and external causes that prevent the transfer, transport or disposal of wastes</p> <p>3.2 Formulate procedures for dealing with spillages on site and ensure that staff understand and follow the prescribed procedures</p> <p>3.3 Make arrangements for alternative transport and recipients for outputs and residues when existing arrangements are unavailable</p> <p>3.4 Seek expert advice to resolve situations which are outside the responsibility of the job role</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the underpinning regulations, procedures and requirements for managing waste operations</p>	<p>4.1 Describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment</p> <p>4.2 Describe appropriately waste management legislation and guidance that is applicable to waste management sites</p> <p>4.3 Describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment</p> <p>4.4 Describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes</p> <p>4.5 Describe appropriately the organisational environmental policy and procedures applicable to the site</p> <p>4.6 Describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace</p> <p>4.7 Describe appropriately the procedures for the proper management control of work activities on the site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand the specific regulation procedures and requirements for the transfer of outputs and disposal of residues from remediation of contaminated land</p>	<p>5.1 Describe appropriately:</p> <p>5.2 The organisational procedures for the management of personnel and work activities</p> <p>5.3 The specific legislative requirements and guidance applicable to the transfer and transport of waste from the site</p> <p>5.4 Planning permission and the organisation's working plan for the site</p> <p>5.5 The quality inspection and identification procedures and the handling requirements for the types of materials remediated at the site</p> <p>5.6 The operating procedures for all machinery, plant and equipment used on the site for loading remediation materials and residues</p> <p>5.7 Control the substances Hazardous to Health (COSHH) assessment data for all hazardous substances received and used on your site</p> <p>5.8 The onsite procedures for the management of storage of the outputs and residues from remediation processes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.9 The records required by legislation and by company procedures in relation to the transfer and transport of remediated materials and residues</p> <p>5.10 The records required by legislation and by company procedures in relation to the placement of remediated materials on the site</p> <p>5.11 The procedures for dealing with spillages</p> <p>5.12 The organisational procedures for transport operations and the supply and use of the transport resources required</p> <p>5.13 Regulations applicable to the transport of hazardous substances on public roads.</p> <p>5.14 The procedures and documentation required for the transport of waste to comply with legislative requirements and guidance</p> <p>5.15 The procedures for dealing with residues, out of specification remediated materials and any other rejects from the process Determine:</p> <p>5.16 The range and nature of operational outputs and residues produced from the remediation of contaminated land</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.17 The storage and handling implications for the remediated material types produced on the site</p> <p>5.18 The types, functions and limitations of materials handling equipment available for use on the site</p> <p>5.19 The lifting and handling techniques that are suitable for the remediated materials and residues that are being transported on or from the site</p> <p>5.20 How to use risk assessment and the identification of potential work-related hazards and difficulties</p> <p>5.21 The potential hazards to safety, health and the environment arising from the loading and transport of remediated materials and residues</p> <p>5.22 How to interpret process documentation and verify that the information is accurate and relates to the remediated materials and residues</p> <p>5.23 How to communicate operational instructions orally and in writing</p> <p>5.24 The importance of ensuring people's understanding of operational instructions and how to do this</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Work in a manner which underpins effective performance	6.1 Encourage others to develop themselves 6.2 Apply integrity, fairness & consistency in decision making 6.3 Use different leadership styles depending on individual			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 27: **Manage and Maintain Effective Systems for Responding to Emergencies**

Unit reference number: M/602/1424

QCF level: 4

Credit value: 19

Guided learning hours: 58

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Implement emergency plans and procedures</p>	<p>1.1 Identify potential emergency situations for all activities dealing with waste and resources within their area of responsibility</p> <p>1.2 Review emergency systems and procedures to provide effective responses to emergencies that may arise during waste and resources handling, collection, transport, transfer or treatment processes</p> <p>1.3 Devise and implement new systems and procedures if they do not exist</p> <p>1.4 Establish preventative inspection and maintenance programmes for emergency equipment so that it is available and serviceable at all times</p> <p>1.5 Make provision for practices and drills to be carried out within normal work operations and record all such practices and drills in accordance with legislative and organisational requirements</p> <p>1.6 Introduce and establish mechanisms for communicating emergency plans and procedures to people concerned in ways that suit the types of information being given</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 Carry out training programmes to meet reporting requirements for incidents and accidents</p> <p>1.8 Implement incident and accident reporting procedures for all activities in the work place</p>			
<p>2 Maintain effective response to emergencies through the use of procedures and drills</p>	<p>2.1 Obtain feedback from all personnel participating in practises of emergency drills and use the feedback to improve procedures and practices for emergency situations</p> <p>2.2 Carry out reviews of established emergency procedures, and the equipment and resources needed for the procedures</p> <p>2.3 Arrange for any deficiencies identified through reviews, practices, and drills and implement plans to resolve the deficiency in accordance with legislative and organisational requirements</p> <p>2.4 Evaluate incident and accident reports and make improvements to the emergency plan and its procedures to reduce or eliminate the risks from the hazards identified</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Advise colleagues and managers about accidents, incidents, interruptions to work or any situations that require their attention</p> <p>2.6 Maintain a record of training in accident and emergency procedures for all staff employed</p>			
<p>3 Understand the underpinning regulations, procedures and requirements for managing waste operations</p>	<p>3.1 Describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment</p> <p>3.2 Describe appropriately waste management legislation and guidance that is applicable to waste management sites</p> <p>3.3 Describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment</p> <p>3.4 Describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes</p> <p>3.5 Describe appropriately the organisational environmental policy and procedures applicable to the site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.6 Describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace</p> <p>3.7 Describe appropriately the procedures for the proper management control of work activities on the site</p>			
<p>4 Understand the specific regulation procedures and requirements for managing and maintaining effective systems for responding to emergencies</p>	<p>4.1 Describe appropriately:</p> <p>4.2 Health and safety requirements and emergency procedures</p> <p>4.3 The procedures required in order to load, unload and handle different types of waste</p> <p>4.4 Reviewing, organising and resourcing emergency operations</p> <p>4.5 Record keeping and the types of data required for monitoring purposes</p> <p>4.6 The organisation's objectives relating to environmental protection, health and safety, profitability, operational outcomes and quality standards</p> <p>4.7 The organisation's objectives and priorities for the provision of a waste and resource management service</p> <p>4.8 The organisational procedures for the proper management control of work activities on customers sites</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.9 The records required by legislation and by organisational procedures in relation to the services provided</p> <p>4.10 The specific legislative requirements and guidance applicable to the site and for collection and transport of waste</p> <p>4.11 The records required by legislation and by company procedures in relation to the activities carried out to provide the service</p> <p>4.12 The procedures for dealing with spillages</p> <p>4.13 The Control of Substances Hazardous to Health (COSHH) assessment data for all hazardous substances received, handled and used when providing the service</p> <p>Determine:</p> <p>4.14 The importance of customer and workplace feedback and how to respond</p> <p>4.15 How to evaluate feedback in terms of impact on operations</p> <p>4.16 The importance of monitoring implementation of a service to a customer and how to deal with problems arising during implementation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.17 The different types of waste and materials that could be handled by the service provided</p> <p>4.18 How to complete all relevant paperwork</p> <p>4.19 The technical skills needed for the services provided</p> <p>4.20 How to ensure that relevant staff has the required skills to provide a service and what to do in response to a perceived skills deficit</p> <p>4.21 The storage and handling implications for the waste types handled when providing a service</p> <p>4.22 The types, functions and limitations of waste handling equipment available for use on the service</p> <p>4.23 How to use risk assessment and the identification of potential work-related hazards and difficulties</p> <p>4.24 The potential hazards to safety, health and the environment arising from the activities carried out to provide the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Work in a manner which underpins effective performance	5.1 Encourage others to develop themselves 5.2 Apply integrity, fairness & consistency in decision making 5.3 Use different leadership styles depending on individual			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 28: **Manage Customer Care Programs to Improve Waste Management Services**

Unit reference number: R/602/1433

QCF level: 3

Credit value: 9

Guided learning hours: 31

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Obtain and analyse feedback from customers on waste and resource management services</p>	<p>1.1 Initiate customer's feedback systems for the services provided</p> <p>1.2 Maintain procedures to acknowledge and record customers' perceptions of problems and praise for good service</p> <p>1.3 Initiate procedures to analyse all feedback that is received and record recommendations from customers</p> <p>1.4 Respond to negative customer feedback and initiate remedial action</p> <p>1.5 Evaluate feedback for its importance and impact on operations and consult with operational experts to formulate possible improvements</p> <p>1.6 Implement procedures to make recommendations for improvements to be communicated to key stakeholders for comment</p> <p>1.7 Develop key performance indicators and use them to monitor trends and performance based on customer feedback</p> <p>1.8 Make regular contact with customers to review their business needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Make recommendations to improve services to customers	<p>2.1 Ensure and confirm that recommendations for improvement meet customer requirements identified by the analysis of customer feedback</p> <p>2.2 Consult with key stakeholders on initial recommendations and take into account their comments</p> <p>2.3 Create and justify detailed proposals from initial recommendations following consultation with stake holders</p> <p>2.4 Present proposals for improvements, with supporting information, to stakeholders with the correct level of authority to implement the recommendations</p>			
3 Use and communicate data and information	<p>3.1 Communicate customer feedback information accurately to the service delivery organisation</p> <p>3.2 Comply with organisational procedures to enhance or maintain the organisations quality standards</p> <p>3.3 Ensure that all documentation and communication comply with legislation on data protection</p> <p>3.4 Maintain records of disclosures of vested interest resulting from the customer care programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Resolve problems which arise from identifying opportunities to improve services to customers</p>	<p>4.1 Take steps to rectify any failure to comply with legislative requirements</p> <p>4.2 Initiate remedial action for any failure to comply with the detail of the service agreement</p> <p>4.3 Refer any issues that are not in the remit or responsibility of the job role to staff with the correct level of authority</p> <p>4.4 Report customer complaints of unsafe or unsatisfactory behaviour by organisational representatives when carrying out the service to the appropriate manager</p> <p>4.5 Arrange for customers to be notified if operational problems affect the service delivery</p> <p>4.6 Advise colleagues or managers of situations which need their intervention</p>			
<p>5 Understand the underpinning regulations, procedures and requirements for managing waste operations</p>	<p>5.1 Describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment</p> <p>5.2 Describe appropriately waste management legislation and guidance that is applicable to waste management sites</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.3 Describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment</p> <p>5.4 Describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes</p> <p>5.5 Describe appropriately the organisational environmental policy and procedures applicable to the site</p> <p>5.6 Describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace</p> <p>5.7 Describe appropriately the procedures for the proper management control of work activities on the site</p>			
<p>6 Understand the specific regulation procedures and requirements for managing customer care programs to improve waste management services</p>	<p>6.1 Describe appropriately:</p> <p>6.2 Organisational policies, procedures and resource constraints which may affect advice and information given to others</p> <p>6.3 The organisation's objectives relating to environmental protection, health and safety, profitability, operational outcomes and quality standards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.4 Recent developments in technology and operating procedures within the waste management industry</p> <p>6.5 The organisation's objectives and priorities for the provision of a waste and resource management service</p> <p>6.6 The organisational procedures for the proper management control of work activities on customers sites</p> <p>6.7 The records required by legislation and by company procedures in relation to the activities carried out to provide the service</p> <p>Determine:</p> <p>6.8 The importance of customer feedback and how to respond</p> <p>6.9 How to evaluate feedback in terms of impact on operations</p> <p>6.10 How to gather and use qualitative and quantitative information</p> <p>6.11 The types of problems which may occur when gathering information and how to overcome these</p> <p>6.12 How to record and store the information securely</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.13 The importance of providing information and advice to others and your role and responsibility in relation to this</p> <p>6.14 The importance of ensuring the validity of information and how to do this</p> <p>6.15 The principles and importance of handling information confidentiality</p> <p>6.16 The importance of identifying customer needs and the part you should play in doing this</p> <p>6.17 How to identify needs in sufficient detail to develop proposals</p> <p>6.18 How to develop reasoned cases and negotiate with potential and actual customers</p> <p>6.19 The principles of confidentiality when handling customer feedback</p> <p>6.20 The importance of monitoring implementation of a service to a customer and how to deal with problems arising during implementation</p> <p>6.21 How to complete all relevant paperwork</p> <p>6.22 The potential hazards to safety, health and the environment arising from the activities carried out to provide the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Work in a manner which underpins effective performance	6.23 How to interpret process documentation and verify that the information is accurate and relates to the waste and resources handled when providing the service			
	6.24 How to communicate operational instructions orally and in writing			
	6.25 The importance of ensuring people's understanding of information and advice given and of operational instructions and how to do this			
	7.1 Be assertive in making decisions			
	7.2 Pursue accountability of staff for delegated responsibilities			
	7.3 Reflect critically on personal achievements to inform future actions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 29: Control Work Activities on a Waste Management Facility

Unit reference number: Y/602/1501

QCF level: 3

Credit value: 9

Guided learning hours: 46

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Control work activities on a waste facility</p>	<p>1.1 Establish and oversee programmes of work which meet the legislative and organisational requirements required for site activities</p> <p>1.2 Ensure that work instructions comply with legislation and organisational procedures & requirements</p> <p>1.3 Ensure that staff understand and comply with their work instructions in accordance with legislative and organisational requirements</p> <p>1.4 Ensure that individuals have received training before using any machinery, plant or equipment</p> <p>1.5 Maintain safe systems of work and put in place precautions to eliminate or reduce the risk from hazards</p> <p>1.6 Ensure that the resources and staff with the skills needed to carry out the operating procedures safely are available</p> <p>1.7 Identify potential hazards and take steps to reduce risks to personnel and the environment related to wastes which are difficult to handle, may contain disguised materials or unacceptable components, are unauthorised, or likely to present unexpected health problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Monitor staff activity on site operations to ensure they enhance or maintain the quality of the organisation's work			
3 Resolve any problems which may arise from controlling work activities on a waste facility	3.1 Take actions to rectify any staff shortages, equipment deficiencies or external causes that prevent the site activities from being carried out 3.2 Seek advice to resolve situations which are outside the responsibility of the job role 3.3 Formulate procedures for dealing with spillages on site and ensure that staff understand and follow the prescribed procedures 3.4 Take steps to rectify any infringement of legislative conditions revealed during routine inspections of the site			
4 Understand the underpinning regulations, procedures and requirements for managing waste operations	4.1 Describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment 4.2 Describe appropriately waste management legislation and guidance that is applicable to waste management sites			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.3 Describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment</p> <p>4.4 Describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes</p> <p>4.5 Describe appropriately the organisational environmental policy and procedures applicable to the site</p> <p>4.6 Describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace</p> <p>4.7 Describe appropriately the procedures for the proper management control of work activities on the site</p>			
<p>5 Understand the specific regulation procedures and requirements for controlling work activities on a waste management facility</p>	<p>5.1 Describe appropriately:</p> <p>5.2 The organisation's objectives and targets for the waste facility</p> <p>5.3 The planning permission legislative requirements and the site working plan for the activities</p> <p>5.4 The records required by legislation and by organisational procedures in relation to work activities on the waste facility</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.5 The site procedures for the proper management of personnel and work activities Determine:</p> <p>5.6 How to identify, rectify and record discrepancies and defects arising from site activities</p> <p>5.7 The different types of waste including those requiring specific handling</p> <p>5.8 All the types of information required for the completion of paperwork regarding site activities</p> <p>5.9 The importance of following equipment operating procedures</p> <p>5.10 How to communicate work instructions orally and in writing</p> <p>5.11 The importance of ensuring each individual's understanding of work instructions and how to do this</p> <p>5.12 The importance of monitoring compliance with work instructions, how to do this, and how to respond to incidents of non-compliance</p> <p>5.13 How to report accidents and incidents that arise on site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Work in a manner which underpins effective performance	6.1 Be assertive in making decisions 6.2 Pursue accountability of staff for delegated responsibilities 6.3 Reflect critically on personal achievements to inform future actions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 30: Maintain Vehicle Crew Compliance with Operational Requirements

Unit reference number: D/601/7627

QCF level: 3

Credit value: 3

Guided learning hours: 12

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the Proskills QCF Assessment Strategy. (www.proskills.co.uk/qualifications/vocational-qualifications-approvals).

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Maintain vehicle crew compliance with operational requirements</p>	<p>1.1 Explain the organisational policies and procedures for vehicle operation and crews working on the site</p> <p>1.2 Demonstrate how to check that vehicle crews are aware of the operational requirements</p> <p>1.3 Give instruction to vehicle crews on the site requirements in a positive manner to achieve compliance</p> <p>1.4 Describe the regulatory requirements in relation to vehicle movements in relation to the site</p> <p>1.5 Describe the types and purpose of personal protective equipment used on site</p> <p>1.6 Demonstrate how to monitor vehicle movements and crew compliance</p> <p>1.7 Demonstrate the procedure for informing vehicle crews of any failure to comply with organisational requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 Explain organisational procedures in the event of:</p> <ul style="list-style-type: none"> - A vehicle crew member unwilling or unable to comply with site operational requirements - Incident or accident - Emergency situations 			
	<p>1.9 Explain the importance of communicating with vehicle crews tactfully</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to manage the traffic office</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to managing the traffic office, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - environmental factors - legal requirements - operating requirements - route, destination, delivery and collection schedules - review systems <p>1.2 Explain the following:</p> <ul style="list-style-type: none"> - the type of load and characteristics of the consignment being moved - different modes of transport - types of vehicles and equipment that can be used for carrying different loads - sources of feedback information <p>1.3 explain how to manage colleagues within the operation</p> <p>1.4 Identify problems that can occur when managing the traffic office</p> <p>1.5 Explain the appropriate action take, to in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to manage the traffic office</p>	<p>2.1 Follow all organisational policies and procedures, in relation to managing the traffic office, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - legal requirements - operating requirements - route, destination, delivery and collection schedules - review systems <p>2.2 Manage colleagues to plan the transportation of loads</p> <p>2.3 Monitor the use of resources</p> <p>2.4 Support colleagues decisions where problems arise</p> <p>2.5 Advise customers and relevant personnel of any changes in the resources allocated or the delivery schedules</p> <p>2.6 Maintain records making any changes according to operational procedures</p> <p>2.7 Evaluate feedback obtained on the use of resources</p> <p>2.8 Review actual performance against the operational plan</p> <p>2.9 Evaluate the effectiveness and efficiency of completed operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Formulate an action plan based on patterns or trends in actual performance in order to improve performance 2.11 Propose amendments to operational and organisational procedures 2.12 Communicate effectively			

Learner name: _____ Date: _____
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 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (*if sampled*)

Unit 32: Review the Quality of Customer Service

Unit reference number: J/601/1238

QCF level: 4

Credit value: 8

Guided learning hours: 53

Assessment requirements/evidence requirements

Please refer to the CfA Customer Service Assessment Strategy at www.cfa.uk.com.

1. Learners' evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.
2. Learners may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. Learners must provide evidence that shows they have done this over a sufficient period of time for the assessor to be confident that they are competent.
4. Learners must include evidence of collecting and analysing information that is:
 - a) quantitative
 - b) qualitative.
5. Learners' communication of the results of their measurements may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method they would be expected to use within their job role.
6. Learners' evidence must show that they have communicated the results of their measurements to three of these groups of people:
 - a) front line staff
 - b) supervisors or team leaders
 - c) senior managers
 - d) colleagues in other departments
 - e) service partners.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan how to measure customer service	<p>1.1 Identify the features of customer service delivery that affect customer satisfaction</p> <p>1.2 Plan how they will monitor the features of customer service delivery that affect customer satisfaction</p> <p>1.3 Plan how they will analyse the information they have collected</p>			
2 Collect and analyse information on customer service	<p>2.1 Implement their plans for monitoring customer service processes and outcomes</p> <p>2.2 Analyse the monitoring information they have collected</p> <p>2.3 Compare the conclusions of their analysis with the criteria they identified</p> <p>2.4 Adapt their plans if the agreed methods of collecting and analysing information are not proving effective</p> <p>2.5 Communicate the results of their measurement of customer service to colleagues</p> <p>2.6 Agree actions to improve customer service that result from their measurements and analysis</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand how to review the quality of customer service</p>	<p>3.1 Explain the importance of measuring the quality of customer service</p> <p>3.2 Explain which aspects of the customer service process affect customer satisfaction</p> <p>3.3 Explain how to select the criteria they will use for measurement of customer service</p> <p>3.4 Explain how to construct representative samples</p> <p>3.5 Describe the types of information collection methods they could use</p> <p>3.6 Describe methods of analysing information on the quality of service</p> <p>3.7 Explain how to identify recommendations that flow from their measurement of customer service</p> <p>3.8 Explain the procedures for making recommendations on customer service improvements within their organisation</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare a budget for own area of responsibility.	1.1 Evaluate information on resource requirements for own area of activity or work 1.2 Produce a draft budget 1.3 Communicate the final budget with relevant stakeholders			
2 Be able to manage a budget.	2.1 Analyse variances between planned and actual expenditure 2.2 Provide information on performance to relevant stakeholders 2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments 2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority			
3 Be able to review budget management performance.	3.1 Review performance against budget 3.2 Assess improvements for future budget planning and management 3.3 Monitor budget performance and implement changes within the limits of own authority or obtain agreement			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 34: Make Effective Decisions

Unit reference number: F/600/9715

QCF level: 3

Credit value: 3

Guided learning hours: 10

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify circumstances that require a decision to be made.	<p>1.1 Explain the circumstances requiring a decision to be made</p> <p>1.2 State the desired objective(s) for making a decision</p> <p>1.3 Establish criteria on which to base the decision, in line with own organisation</p>			
2 Be able to collect information to inform decision-making.	<p>2.1 Identify information needed to inform the decision-making process</p> <p>2.2 Communicate with stakeholders affected by the decision</p> <p>2.3 Explain how to inform stakeholders about the decision-making process</p>			
3 Be able to analyse information to inform decision-making.	<p>3.1 Identify information for validity and relevance to the decision-making process</p> <p>3.2 Analyse information and against established criteria</p>			
4 Be able to make a decision.	<p>4.1 Apply decision-making technique(s) to determine a decision</p> <p>4.2 Explain the decision made in line with desired objectives</p> <p>4.3 Communicate the decision taken to relevant stakeholders</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 35: **Ensure Compliance With Legal, Regulatory, Ethical and Social Requirements**

Unit reference number: H/600/9609

QCF level: 4

Credit value: 5

Guided learning hours: 25

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.	1.1 Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements			
2 Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility.	2.1 Identify areas of non-compliance with legal, regulatory, ethical and social procedures			
	2.2 Examine reasons for non-compliance with procedures			
	2.3 Make recommendations for corrections to ensure compliance with procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: **Plan, Allocate and Monitor Work
in Own Area of Responsibility**

Unit reference number: H/600/9674

QCF level: 4

Credit value: 5

Guided learning hours: 24

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce a work plan for own area of responsibility.	<p>1.1 Explain the context in which work is to be undertaken</p> <p>1.2 Identify the skills base and the resources available</p> <p>1.3 Examine priorities and success criteria needed for the team</p> <p>1.4 Produce a work plan for own area of responsibility</p>			
2 Be able to allocate and agree responsibilities with team members.	<p>2.1 Identify team members' responsibilities for identified work activities</p> <p>2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members</p>			
3 Be able to monitor the progress and quality of work in own area of responsibility and provide feedback.	<p>3.1 Identify ways to monitor progress and quality of work</p> <p>3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to review and amend plans of work for own area of responsibility and communicate changes.	4.1 Review and amend work plan where changes are needed 4.2 Communicate changes to team members			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 37: Plan an Organisation's Workforce

Unit reference number: J/600/9666

QCF level: 7

Credit value: 9

Guided learning hours: 35

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify workforce requirements for an organisation.	<p>1.1 Identify specialist expertise that may be useful in workforce planning</p> <p>1.2 Analyse key issues that are likely to impact on workforce requirements</p> <p>1.3 Evaluate an organisation's strategic objectives and plans to inform workforce planning</p>			
2 Be able to review the current workforce of an organisation against identified requirements.	2.1 Identify and assess any gaps between the current workforce capacity and the identified workforce requirements			
3 Be able to plan how an organisation's workforce requirements will be met.	<p>3.1 Develop and implement a plan that meet an organisation's long-, medium- and short-term workforce requirements</p> <p>3.2 Ensure that resources needed to recruit, keep and redeploy people are made available</p>			
4 Be able to communicate workforce plans to relevant individuals.	4.1 Communicate workforce plans to relevant individuals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 38: Implement Change in Own Area of Responsibility

Unit reference number: M/600/9659

QCF level: 4

Credit value: 6

Guided learning hours: 25

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to implement change in own area of responsibility.	1.1 Explain the main models and methods for managing change			
2 Be able to involve and support others through the change process.	2.1 Communicate the benefits of and reasons for change and how they relate to business objectives 2.2 Implement and agree a plan to support change			
3 Be able to implement and monitor a plan for change in own area of responsibility.	3.1 Apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change 3.2 Assess opportunities and barriers to change 3.3 Review action plans and activities according to identified opportunities and barriers to change			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 39: Work Productively With Colleagues and Stakeholders

Unit reference number: M/600/9662

QCF level: 5

Credit value: 6

Guided learning hours: 30

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to provide colleagues and stakeholders with information.	1.1 Identify information to be communicated to selected colleagues and stakeholders 1.2 Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders		
2	Be able to consult with colleagues and stakeholders in relation to decisions or activities.	2.1 Communicate with colleagues and stakeholders regarding any decisions or activities		
3	Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders.	3.1 Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled 3.2 Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders		
4	Understand how to manage potential conflicts of interest.	4.1 Explain how to identify and manage potential conflicts of interest		
5	Understand how to be able to monitor working relationships.	5.1 Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders 5.2 Explain how to monitor change in the working environment		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to review and improve the effectiveness of working relationships.	6.1 Analyse feedback on working relationships from colleagues and stakeholders 6.2 Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness 6.3 Identify and implement improvements to working relationships			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to review human resource requirements to meet business objectives in own area of responsibility.	<p>1.1 Examine the human resources required to meet objectives in own area of responsibility</p> <p>1.2 Identify gaps between current and required human resources to meet objectives</p> <p>1.3 Assess the options for human resource requirements to meet objectives</p>			
2 Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements.	<p>2.1 Explain how to ensure recruitment and selection processes are fair</p> <p>2.2 Explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met</p> <p>2.3 Explain when to seek specialist expertise throughout the recruitment process</p>			
3 Be able to participate in the recruitment and selection process.	<p>3.1 Consult with relevant others to produce or update job descriptions</p> <p>3.2 Agree with colleagues the stages in the recruitment and selection process for identified vacancies</p> <p>3.3 Identify the methods and criteria that will be used in the recruitment and selection process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate the recruitment and selection process and identify improvements for the future.	4.1 Assess and select candidates using agreed methods and criteria 4.2 Evaluate the recruitment and selection methods and criteria used in own area of responsibility 4.3 Identify ways of improving future recruitment and selection			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 41: Set Objectives and Provide Support for Team Members

Unit reference number: M/600/9600

QCF level: 3

Credit value: 5

Guided learning hours: 35

Assessment requirements/evidence requirements

Please refer to the CfA Management Assessment Strategy at www.cfa.uk.com.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed.

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 42: Identify and Evaluate Sustainable Resources in a Waste Environment

Unit reference number: T/602/1683

QCF level: 4

Credit value: 8

Guided learning hours: 34

Assessment requirements/evidence requirements

Please refer to the EU Skills Assessment Strategy at www.euskills.co.uk (Annexe C).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to identify and evaluate sustainable resources</p>	<p>1.1 Investigate, from appropriate information sources, the factors which impact on the utilisation and sustainability of finite and renewable resources</p> <p>1.2 Estimate the costs and implications of the management and replacement of renewable resources</p> <p>1.3 Identify and summarise appropriate and valid information sources and identify potential alternative resources</p> <p>1.4 Compare the technical performance and environmental implications of alternative resources with the performance of existing finite resources with a similar function and calculate any variances</p>			
<p>2 Understand how to identify and evaluate sustainable resources</p>	<p>2.1 Examine how to investigate, from appropriate information sources, the factors which impact on the utilisation and sustainability of finite and renewable resources</p> <p>2.2 Examine how to estimate the costs and implications of the management and replacement of renewable resources</p> <p>2.3 Describe how to identify and summarise appropriate and valid information sources and identify potential alternative resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Propose how to compare the technical performance and environmental implications of alternative resources with the performance of existing finite resources with a similar function and calculate any variances			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 43: Operate the Weighbridge

Unit reference number: K/601/7615

QCF level: 3

Credit value: 15

Guided learning hours: 45

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the Proskills QCF Assessment Strategy. (www.proskills.co.uk/qualifications/vocational-qualifications-approvals).

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Carry out prestart checks on the weighbridge</p>	<p>1.1 Demonstrate procedure for setting up and carrying out prestart checks on the weighbridge</p> <p>1.2 Confirm that all equipment and resources required are available</p> <p>1.3 Identify hazards associated with the weighbridge activity</p> <p>1.4 Describe the weighbridge and ancillary equipment operation and its limitations</p> <p>1.5 Explain the importance of carrying out organisational prestart procedures correctly</p> <p>1.6 Describe the organisational procedures in the event of:</p> <ul style="list-style-type: none"> - Identification of a hazard - Accidents and incidents - Weighbridge and ancillary equipment damage/faults/failure - Weighbridge calibration/testing - Maintenance - Contingency plans should weighbridge be out of use - A vehicle not meeting requirements for the load or for entering/leaving the site 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 Demonstrate appropriate action in the event of:</p> <ul style="list-style-type: none"> - Weighbridge faults - Identified hazards - Confirming work requirements - Accidents or incidents 			
<p>2 Operate the weighbridge</p>	<p>2.1 Demonstrate safe operation of weighbridge</p> <p>2.2 Demonstrate monitoring of performance of weighbridge (and any ancillary equipment)</p> <p>2.3 Demonstrate identification of vehicles and loads</p> <p>2.4 Explain the different forms of communication in use</p> <p>2.5 Communicate, giving correct information, at the appropriate time, in the prescribed method to:</p> <ul style="list-style-type: none"> - Vehicle operators - Supervision <p>2.6 Ensure records are completed according to organisational requirements</p> <p>2.7 Describe the range of materials entering and leaving the site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 Describe the hazards associated with the weighbridge operation</p> <p>2.9 Describe the types of faults that can occur on the weighbridge and ancillary equipment</p> <p>2.10 Explain the implications of weighbridge faults</p> <p>2.11 Describe the organisational procedures for weighbridge activity recording and reporting</p> <p>2.12 Explain the importance of data protection, and security of information</p> <p>2.13 Explain the acceptable conditions for vehicles entering and leaving the site, and why these must be maintained</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Shut down and secure the weighbridge	3.1 Demonstrate procedure to be followed when work is concluded 3.2 Explain the importance of carrying out organisational shut down and security procedures correctly			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 44: Work with Others to Improve Customer Service

Unit reference number: D/601/1553

QCF level: 3

Credit value: 8

Guided learning hours: 53

Assessment requirements/evidence requirements

Please refer to the CfA Customer Service Assessment Strategy at www.cfa.uk.com.

1. The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.
2. Learners may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. Learners must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
4. Learners' evidence must include examples of agreeing customer service roles and responsibilities which are:
 - a part of their own role
 - b part of other people's roles.
5. Learners must provide evidence that they have worked with two of these groups of people:
 - a team members or colleagues
 - b suppliers or service partners
 - c supervisors, team leaders or managers.
6. Learners' evidence must show that their work with others involves communication by two of these methods as expected within their job role:
 - a face to face
 - b in writing
 - c by telephone
 - d using text messages
 - e by e-mail
 - f using the internet (including social networking)
 - g using an intranet.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Improve customer service by working with others	1.1 Contribute constructive ideas for improving customer service 1.2 Identify what they have to do to improve customer service and confirm this with others 1.3 Agree with others what they have to do to improve customer service 1.4 Co-operate with others to improve customer service 1.5 Keep their commitments made to others			
2 Monitor their own performance when improving customer service	2.1 Discuss with others how what they do affects customer service performance 2.2 Identify how the way they work with others contributes towards improving customer service			
3 Monitor team performance when improving customer service	3.1 Discuss with others how teamwork affects customer service performance 3.2 Work with others to collect information on team customer service performance 3.3 Identify with others how customer service teamwork could be improved 3.4 Take action with others to improve customer service performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
Understand how to work with others to improve customer service	<p>4.1 Describe who else is involved either directly or indirectly in the delivery of customer service</p> <p>4.2 Describe the roles and responsibilities of others in their organisation</p> <p>4.3 Describe the roles of others outside their organisation who have an impact on their services or products</p> <p>4.4 Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set</p> <p>4.5 Evaluate how their organisation identifies improvements in customer service</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 45: **Conform to General Workplace Environmental Requirements**

Unit reference number: H/601/7614

QCF level: 2

Credit value: 3

Guided learning hours: 15

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the Proskills QCF Assessment Strategy. (www.proskills.co.uk/qualifications/vocational-qualifications-approvals).

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify environmental aspects	<p>1.1 Describe the environmental aspects that could (actual and potential) have an impact on or pose a hazard to the work activity and adjoining areas</p> <p>1.2 Demonstrate the procedure of checking that environmental controls, equipment and materials are in place and operational</p> <p>1.3</p> <ul style="list-style-type: none"> - Demonstrate the organisational procedure for: - Reporting the use of environmental control equipment or materials - Reporting an environmental aspect that may lead to an incident - Reporting an environmental incident - Reporting a non-compliance with environmental policies or procedures <p>1.4 List the equipment and materials available for use in the event of an environmental incident</p> <p>1.5 Demonstrate the correct use of environmental impact/incident equipment/materials</p> <p>1.6 Describe the organisational policies and objectives for environmental management</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 Describe the organisational procedures for:</p> <ul style="list-style-type: none"> - Environmental monitoring - Reporting environmental incidents - Recording environmental incidents - Rectifying situation where controls or equipment/materials are inoperable or unavailable - Dealing with environmental incidents - Safe use of equipment when dealing with environmental incidents <p>1.8 Describe the implications to the organisation in the event of an environmental incident:</p> <ul style="list-style-type: none"> - Affecting the workplace - Affecting areas outside the workplace <p>1.9 List the sources of environmental information in relation to the work activity</p> <p>1.10 Demonstrate the sourcing of and use of environmental information</p>			
2 Control waste arising from the operations in their area of responsibility	<p>2.1 Describe organisational procedures for efficient use of resources and waste reduction</p> <p>2.2 Explain why efficient use of resources and waste reduction are important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Demonstrate organisational procedures to:</p> <ul style="list-style-type: none"> - Reduce waste - Save energy or resources <p>2.4 Demonstrate organisational waste disposal procedures</p> <p>2.5 Explain the importance of correct disposal of waste</p> <p>2.6 Explain the advantages of segregating different waste types</p> <p>2.7 Describe the possible consequences of improper waste disposal</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 46: Direct Vehicle Movements on Site

Unit reference number: Y/601/7626

QCF level: 2

Credit value: 4

Guided learning hours: 12

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the Proskills QCF Assessment Strategy. (www.proskills.co.uk/qualifications/vocational-qualifications-approvals).

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Direct vehicle movements	<p>1.1 Demonstrate that the vehicle, crew, their equipment and loads are checked and confirmed as complying with organisational requirements</p> <p>1.2 Identify the purpose and route for the vehicle movement on site</p> <p>1.3 Communicate accurate and complete instructions for the vehicle movement that are understood</p> <p>1.4 Give directions that encourage safe and efficient movement</p> <p>1.5 Describe the organisational policies for the acceptable condition of vehicles entering, leaving, or moving around the site</p> <p>1.6 Explain the organisational policies and procedures controlling vehicle movements</p> <p>1.7 Outline the range and characteristics of loads transported on the site</p> <p>1.8 Explain the organisational policies relating to the use of personal protective clothing and equipment on site</p> <p>1.9 Describe the various modes of communication and giving directions on site</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 Explain the consequences of poor communication and incorrect directions</p> <p>1.11 Explain the organisational procedures in the event of problems occurring, to include:</p> <ul style="list-style-type: none"> - Vehicle in the wrong location - Vehicle breakdown - Spillage - Unauthorised access or movement - Incidents or accidents - Emergency situations 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 47: **Conforming to Productive Working Practices in the Workplace**

Unit reference number: J/503/1169

QCF level: 2

Credit value: 3

Guided learning hours: 10

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Communicate with others to establish productive work practices	<p>1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively</p> <p>1.2 Describe the different methods of communicating with line management, colleagues and customers</p> <p>1.3 Describe how to use different methods of communication to ensure that the work carried out is productive</p>			
2 Follow organisational procedures to plan the sequence of work	<p>2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work</p> <p>2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively</p> <p>2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> - using resources for own and other's work requirements - allocating appropriate work to employees - organising the work sequence - reducing carbon emissions </p> <p>2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain relevant records in accordance with the organisational procedures</p>	<p>3.1 Complete relevant documentation according to the occupation as required by the organisation</p> <p>3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to:</p> <ul style="list-style-type: none"> - job cards - worksheets - material/resource lists - time sheets <p>3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain good working relationships when conforming to productive working practices</p>	<p>4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships</p> <p>4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others</p> <p>4.3 Describe how to maintain good working relationships, in relation to:</p> <ul style="list-style-type: none"> - individuals - customer and operative - operative and line management - own and other occupations <p>4.4 Describe why it is important to work effectively with line management, colleagues and customers</p> <p>4.5 Describe how working relationships could have an effect on productive working</p> <p>4.6 Describe how to apply principles of equality and diversity when communicating and working with others</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 48: **Control the Sale of Stocked Material or Products**

Unit reference number: H/601/7628

QCF level: 2

Credit value: 3

Guided learning hours: 12

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the Proskills QCF Assessment Strategy. (www.proskills.co.uk/qualifications/vocational-qualifications-approvals).

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Control the stocks of material or products	<p>1.1 Describe the range of materials/products that are available for sale</p> <p>1.2 Identify materials/products sold</p> <p>1.3 Show how to ascertain if stock is available for sale and collection</p> <p>1.4 Explain the organisational procedures for reporting:</p> <ul style="list-style-type: none"> - Sales - Low or unavailable stock - Incidents or accidents - Emergency situations - Vehicle breakdown - Spillage - Damage or contamination of stock <p>1.5 Detail organisations requirements and procedures for vehicle movement onto, on, and leaving the site</p>			
2 Sell stocked material or products	<p>2.1 Explain the organisational policies and procedures in relation to sales transactions</p> <p>2.2 Check that the purchaser, their vehicle and equipment are appropriate for the goods being purchased</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Establish the identity of customers and that they are acceptable to the organisation</p> <p>2.4 Describe the organisational procedures for establish the customer identity, and if appropriate, credit rating</p> <p>2.5 Accurately interpret the customers' requirements</p> <p>2.6 Identify that the requested goods are available, and their location</p> <p>2.7 Decide how the requested goods are to be issued to the customer</p> <p>2.8 Give precise instructions to the customer for purchasing and receiving material/products requested, including safe loading procedure, and adding any specific product information</p> <p>2.9 State the types and forms of information given to customers in relation to sold materials/products</p> <p>2.10 Demonstrate how to check:</p> <ul style="list-style-type: none"> - purchases against customer requirements - that the vehicle is in a safe and suitable condition to leave the site 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Complete documentation on sales according to organisational requirements 2.12 Receive or process payment according to organisational procedures 2.13 Explain the organisational procedures for dealing with customers who are: <ul style="list-style-type: none"> - Difficult - Fail to comply with instructions - Do not have an approved method of payment 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 49: Conforming to General Safety in the Workplace

Unit reference number: F/600/7138

QCF level: 1

Credit value: 2

Guided learning hours: 7

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conforming to efficient working practices to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criteria 4.1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Identify hazards associated with the workplace and record and report in accordance with organisational procedures.</p>	<p>1.1 Report and/or record hazards within the workplace and occupations at work</p> <p>1.2 Describe typical hazards associated with the occupational area including noise, resources, environmental, substances and articles, obstructions, storage and work activities</p> <p>1.3 State the methods used for reporting hazards in the workplace</p>			
<p>2 Comply with all workplace safety legislation requirements.</p>	<p>2.1 Select and wear general personal protective equipment (PPE) in the work environment in accordance with legislation and organisational requirements</p> <p>2.2 State when and why PPE should be used including protective helmets, ear protection, overalls, safety boots and high visibility clothing</p> <p>2.3 Adhere with statutory requirements, safety notices and warning notices displayed within the workplace</p> <p>2.4 Describe which types of safety notices are relevant to the occupational area</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with and maintain all organisational security arrangements and approved procedures.	3.1 Maintain security of the workplace by following organisational procedures relating to: <ul style="list-style-type: none"> - during the working day - on completion of the day's work - unauthorised personnel (other operatives and the general public) - theft 3.2 Explain how security procedures are implemented within the workplace			
4 Comply with all emergency procedures in accordance with organisational policy.	4.1 Follow organisational procedures for accidents and emergencies associated with the type of work being undertaken and the work environment 4.2 State the types of fire extinguishers available and describe how and when they are used			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

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

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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

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

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

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

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

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

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

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe C: Assessment requirements/strategy

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

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

Sector specific requirements are specified in appendices E (Water) and F (Gas),

Principles for assessment of evidence

Awarding bodies/organisations should:

1. Ensure the learner's workplace is used as the predominant assessment location and naturally occurring workplace evidence is the primary source for determining competence. EU Skills will specify any exceptions to this position. An environment similar to the learner's own workplace (such as another site, plant etc) can be used to demonstrate experience where it is not possible within the learner's own workplace. For learners on Programme-led Apprenticeships (MAs in Scotland), there is no dilution of EU Skills requirements for predominant evidence of performance to be generated within an actual work environment.
2. Incorporate systems, within the external verification processes, which ensure learners evidence reflects adequate performance of competence 'over time'
3. Ensure the assessment methods in the vocational qualifications reflect requirements for the different types of evidence likely to be generated at appropriate levels in line with regulatory bodies and nations. For example, more use of observation may be appropriate at lower levels but used less in higher levels. Observation will not be the sole method of assessment.
4. Be able to make use of assessment carried out in a realistic work environment in (Specified in APPENDIX A) situations where a learner's inexperience might result in danger or seriously compromise other aspects of the organisation and its work.
5. Control the use of simulation as supporting evidence for performance in the workplace. This also applies to learners on Programme-led Apprenticeships (does not apply in Scotland).
6. Reserve the right to refuse the use of assessment in a realistic work environment or other simulated environment where it considers the rigour and integrity of assessment could be compromised. The centre should be provided with a written explanation.
7. Promote the use of high quality witness testimony as a means of value-added and reducing unnecessary bureaucracy in the assessment process. EU Skills provide further details about witness testimony (Specified in APPENDIX D)

8. Ensure performance evidence is supported by the required knowledge evidence. Assessors should be guided on the use of oral and written assessment to cover fully the area being assessed and to satisfy the reliability of evidence from non-observed sources or witness testimony. The awarding body should provide if appropriate a template specification for assessment questioning. This will offer consistency across centres and flexibility for centres to use questions relevant to their own situations. Where there is industry requirements for external assessment of a specified vocational qualification, EU Skills and the awarding body will work together and agree the appropriate method.
9. Supporting the use of other qualifications as valuable contributions to evidence of competence
10. Work with other awarding bodies where appropriate (and EU Skills where relevant) to develop materials to enable consistent interpretation of the national occupational standards. For example, question banks, common vocational qualifications, assessment and evidence requirements or other materials with sheets and responses to questions identifying key points or preparing a glossary of terms to support the qualification where appropriate.
11. Identify and utilise any appropriate prior 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"> being qualified –Assessor or Verifier units plus CPD and operate to A and V standards (A or V Units/D Units) qualifications/training that has been mapped to A and V Units by awarding bodies <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"> identified any gaps and ensured that alternative evidence to demonstrate full competence is provided. provide written endorsement which indicates acceptance of the training as a direct equivalent to the A and V Units. <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	*	*	*	*
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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	*	*	*	*	*
<p>Waste Management – N/SVQ L3 and L4 leading to a COTC (or equivalent awards)</p> <p>Have held at least one of the following posts:</p> <ul style="list-style-type: none"> • management of a similar waste management facility • area management of direct operational management • working alongside site managers as a result of developing, auditing or commissioning operational facilities <p>Waste Management – N/SVQ L1,L2,L3 and L4 not leading to a COTC</p> <ul style="list-style-type: none"> • Hold a supervisory grade in the category of award to be assessed or verified • Have an approved qualification at least one level higher than the award they will assess or verify 	*	*			*

1. ASSESSMENT OF CANDIDATE EVIDENCE

2. INDEPENDENT ASSESSMENT

3. ENHANCED EXTERNAL QUALITY ASSURANCE OF ASSESSMENT

Waste Management Sector	
Independent assessment	The awarding body will operate a system for sampling specified units at all external verification visits. The units should be determined by perceived risk to the assessment process.
Enhanced external quality assurance of assessment	<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">• Ensure health and safety requirements are met in your area of responsibility
Recycling	The awarding body must provide guidance to accompany each of the units "Managing a budget" which ensures candidates who have previously achieved units "Conduct an assessment of risks" (Unit G ENTO) and "Ensure health and safety requirements are met in your area of responsibility" (MSC E6) within a lower level NVQ/SVQ demonstrate continuing competence at the higher level 7.

Realistic Work Environment Permitted Assessment

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

Waste Management

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

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

Simulated Environment Permitted Assessment

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

Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

