

# **Edexcel Level 2 Certificate in Front Line Environmental Services (QCF)**

## **Specification**

Edexcel NVQ/competence-based qualifications

First registration November 2011

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# Contents

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<b>Qualification title covered by this specification</b>	<b>1</b>
<b>Key features of the Edexcel Level 2 Certificate in Front Line Environmental Services (QCF)</b>	<b>2</b>
What is the purpose of this qualification?	2
Who is this qualification for?	2
What are the benefits of these qualifications to the learner and employer?	2
What are the potential job roles for those working towards this qualification?	2
What progression opportunities are available to learners who achieve this qualification?	3
<b>What is the qualification structure for the Edexcel Level 2 Certificate in Front Line Environmental Services (QCF)?</b>	<b>4</b>
<b>How is the qualification graded and assessed?</b>	<b>7</b>
Assessment requirements/strategy	7
Types of evidence	8
<b>Centre recognition and approval</b>	<b>9</b>
Centre recognition	9
Approvals agreement	9
<b>Quality assurance</b>	<b>9</b>
<b>What resources are required?</b>	<b>9</b>
<b>Unit format</b>	<b>10</b>
<b>Units</b>	<b>11</b>
Unit 1: Manual handling, lifting and moving of loads in a waste environment	13
Unit 2: Work safely at heights in a waste sector environment	17
Unit 3: Ensure responsibility for actions to reduce risks to health and safety	21
Unit 4: Contribute to the sustainability, maintenance and preservation of the environment	25
Unit 5: Work with others to improve customer service	29
Unit 6: Transportation of waste	33
Unit 7: Mechanically handle waste	39
Unit 8: Control vehicle movement on site	45
Unit 9: Manual collection of waste	49

Unit 10: Working with other people	55
Unit 11: Maintain the security of waste management facilities	59
Unit 12: Mechanically handle recyclable materials	65
Unit 13: Control the reception of recyclable materials	69
Unit 14: Collect recyclable materials	75
Unit 15: Perform street cleansing manually	79
Unit 16: Perform street cleansing mechanically	85
Unit 17: Clean and maintain external surfaces and areas	93
Unit 18: Loading a waste transport vehicle	99
Unit 19: Loading a hazardous waste transport vehicle	105
Unit 20: Loading a non-hazardous waste transport vehicle	111
Unit 21: Loading an inert waste transport vehicle	117
Unit 22: Store waste and operating materials within a waste management facility	123
Unit 23: Validation of waste	129
Unit 24: Inspection of vehicles used in waste management facilities	133
Unit 25: Manually clear snow and treat highways and land for ice	139
Unit 26: Comply with emergency procedures on waste management activities	143
Unit 27: Maintain a healthy and safe working environment for waste management activities	149
Unit 28: Control the risk from vehicle and plant movements on waste management facilities	155
Unit 29: Workplace hazard awareness and control	163
Unit 30: Maintain effective working relationships during recycling operations	169
Unit 31: Control the handover of recyclable materials	173
Unit 32: Sort and prepare recyclable materials for processing	177
Unit 33: Operate plant for the processing of recyclable materials	183
Unit 34: Use and maintain ride-on powered equipment	187
Unit 35: Use and maintain non-powered and hand-held powered tools and equipment	191
Unit 36: Use and maintain pedestrian controlled powered equipment	195
<b>Further information</b>	<b>199</b>
<b>Useful publications</b>	<b>199</b>
How to obtain National Occupational Standards	199
<b>Professional development and training</b>	<b>200</b>

<b>Annexe A: Quality assurance</b>	<b>201</b>
Key principles of quality assurance	201
Quality assurance processes	201
<b>Annexe B: Centre certification and registration</b>	<b>203</b>
What are the access arrangements and special considerations for the qualification in this specification?	203
<b>Annexe C: Assessment requirements/strategy</b>	<b>205</b>
<b>Annexe D: Additional requirement for qualifications that use the term ‘NVQ’ in a QCF qualification title</b>	<b>219</b>



## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 2 Certificate in Front Line Environmental Services (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Edexcel Level 2 Certificate in Front Line Environmental Services (QCF)	600/3549/3	01/11/11

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 database (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 2 Certificate in Front Line Environmental Services (QCF)

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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 EUSkills SSC.

The Edexcel Level 2 Certificate in Front Line Environmental Services (QCF) has been approved as a component for the Sustainable Resource Management Intermediate Level 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).

This is a Level 2 qualification however centres should make learners aware that they will need to achieve Level 3 units as part of the mandatory group of units for this qualification.

## What are the benefits of these qualifications to the learner and employer?

This qualification allows learners to demonstrate competence against the NOS based on the needs of the sustainable resource management sector as defined by EUSkills SSC. The qualification contributes to the development of skilled labour in the sector.

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

- Waste collection loader
- Compost operative

- Recyclables collection loader
- Weighbridge operative

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

Learners can progress across the level and size of the sustainable resource management competence and knowledge qualifications and into other occupational areas such as sustainable waste management and sustainable recycling activities.

Further information is available in *Annexe A*.

## What is the qualification structure for the Edexcel Level 2 Certificate in Front Line Environmental Services (QCF)?

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

Barred unit combinations must be adhered to.

Chosen Unit	Barred Units
Loading a waste transport vehicle	Loading a hazardous waste transport vehicle
	Loading a non-hazardous waste transport vehicle
	Loading an inert waste transport vehicle
Loading a hazardous waste transport vehicle	Loading a non-hazardous waste transport vehicle
	Loading an inert waste transport vehicle
Loading a non-hazardous waste transport vehicle	Loading an inert waste transport vehicle
Mechanically handle recyclable materials	Mechanically handle waste
Manual collection of waste	Collect recyclable materials

Learners must complete five mandatory units and five option units. A maximum of two option units may be taken at Level 1.

Unit number	Unit reference	Unit title	Credit	Level
<b>Mandatory units Group A</b>				
1	R/602/2078	Manual handling, lifting and moving of loads in a waste environment	2	1
2	Y/602/2079	Work safely at heights in a waste sector environment	5	1
3	L/602/2077	Ensure responsibility for actions to reduce risks to health and safety	4	3

Unit number	Unit reference	Unit title	Credit	Level
4	T/602/1389	Contribute to the sustainability, maintenance and preservation of the environment	2	2
5	D/601/1553	Work with others to improve customer service	8	3
<b>Option Group B (Level 1 units)</b>				
6	T/602/1067	Transportation of waste	3	1
7	D/602/1385	Mechanically handle waste	3	1
8	T/602/1392	Control vehicle movement on site	2	1
9	K/602/1261	Manual collection of waste	3	1
10	T/602/1263	Working with other people	2	1
11	K/602/1373	Maintain the security of waste management facilities	7	1
12	H/602/1260	Mechanically handle recyclable materials	2	1
13	M/602/1259	Control the reception of recyclable materials	2	1
14	K/602/1387	Collect recyclable materials	4	1
<b>Option Group C (Level 2 and 3 units)</b>				
15	L/602/2080	Perform street cleansing manually	3	2
16	R/602/2081	Perform street cleansing mechanically	4	2
17	Y/602/2082	Clean and maintain external surfaces and areas	4	2
18	Y/602/1076	Loading a waste transport vehicle	2	2
19	R/602/1075	Loading a hazardous waste transport vehicle	4	2
20	L/602/1074	Loading a non-hazardous waste transport vehicle	3	2
21	J/602/1073	Loading an inert waste transport vehicle	3	2

<b>Unit number</b>	<b>Unit reference</b>	<b>Unit title</b>	<b>Credit</b>	<b>Level</b>
22	D/602/1368	Store waste and operating materials within a waste management facility	7	3
23	A/602/1376	Validation of waste	5	2
24	D/602/1371	Inspection of vehicles used in waste management facilities	2	2
25	M/602/1374	Manually clear snow and treat highways and land for ice	2	2
26	M/602/1262	Comply with emergency procedures on waste management activities	3	2
27	T/602/1439	Maintain a healthy and safe working environment for waste management activities	6	2
28	F/602/1069	Control the risk from vehicle and plant movements on waste management facilities	9	2
29	D/602/2827	Workplace hazard awareness and control	4	2
30	F/602/1394	Maintain effective working relationships during recycling operations	5	3
31	D/602/1080	Control the handover of recyclable materials	3	3
32	K/602/1079	Sort and prepare recyclable materials for processing	5	2
33	H/602/1078	Operate plant for the processing of recyclable materials	5	2
34	H/502/0440	Use and maintain ride-on powered equipment	3	2
35	K/502/0438	Use and maintain non-powered and hand held powered tools and equipment	3	2
36	R/502/0434	Use and maintain pedestrian controlled powered equipment	3	2

*Please note as this is a Level 2 qualification, learners are strongly advised to choose the majority of their optional units at Level 2 or Level 3.*

## How is the qualification graded and assessed?

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

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace, or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment requirements/strategy

Any assessment strategy for units in this qualification is indicated within relevant units.

Evidence of competence may come from:

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

It is important that the evidence is:

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

## Types of evidence

To 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](http://www.edexcel.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## 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

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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Each qualification is designed to support learners working in the environmental services 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.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>QCF level:</b>					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.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					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.
<b>Unit aim:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units



**Unit 1:** **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

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**Unit aim**

This unit is about lifting and moving loads safely. It covers both manual lifting and the use of lifting equipment.

**Assessment requirements/evidence requirements**

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

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

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

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



## **Unit 2: Work safely at heights in a waste sector environment**

**Unit reference number:** Y/602/2079

**QCF level:** 1

**Credit value:** 5

**Guided learning hours:** 50

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to work safely at heights in a waste sector environment.

### **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 carry out work safely at heights	1.1	Describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others			
		1.2	Describe individual responsibilities relating to maintaining safe working practices			
		1.3	Describe procedures when working at heights and how these link to health and safety legislation			
		1.4	Describe the risks associated with working at heights especially when carrying and handling objects			
		1.5	Describe how risks associated with working at heights can be controlled			
		1.6	Describe precautions which should be taken to minimise risks associated with working at heights			
		1.7	Describe organisational requirements for preparing for and working at heights			
		1.8	Describe organisational requirements for using, cleaning and storing: <ul style="list-style-type: none"> <li>• height access equipment</li> <li>• personal protective equipment</li> </ul>			
		1.9	Describe, where fitted, how to operate fall protection equipment			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to carry out work safely at heights	2.1	Carry out the work following an agreed plan			
	2.2	Assess the risks taking into account the potential dangers of: <ul style="list-style-type: none"> <li>• falling</li> <li>• dropping tools and debris</li> <li>• stability of ladders</li> <li>• the working area</li> <li>• overhead cables</li> <li>• equipment</li> <li>• other people in the vicinity.</li> </ul>			
	2.3	Take precautions to address identified risks			
	2.4	Check that personal protective equipment is functioning properly			
	2.5	Select and wear appropriate personal protective equipment including, where relevant, full body harness			
	2.6	Check that safety barriers are in place around the working area			
	2.7	Check that there is a permit to work, where required, before working at heights			
	2.8	Carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.9	Check that height access equipment is deployed and secure				
	2.10	Maintain frequent communication with the appropriate person				
	2.11	Leave work areas clean, tidy and free of obstructions				
	2.12	Secure height access equipment and personal protective equipment in the correct storage area				

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

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

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

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

**Unit 3:** **Ensure responsibility for actions to reduce risks to health and safety**

**Unit reference number:** L/602/2077

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 40

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**Unit aim**

This unit is all about how to ensure responsibility for actions in order to reduce risks to health and safety.

**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 identify the hazards and evaluate the risks in the workplace	1.1	Identify workplace instructions that are relevant to them and their job role			
		1.2	Identify working practices and hazards in the workplace that could be harmful			
		1.3	Evaluate the hazards and prioritise in risk order			
		1.4	Report hazard(s) to the responsible person			
2	Be able to reduce the risks to health and safety in the workplace	2.1	Perform work activities at own level of competence in accordance with identified health and safety: <ul style="list-style-type: none"> <li>workplace policies</li> <li>instructions and procedures</li> <li>suppliers and manufacturers' information and</li> <li>relevant legal requirements.</li> </ul>			
		2.2	Deal with hazards in accordance with workplace instructions and legal requirements			
		2.3	Report differences between workplace instructions and supplier/manufacturer instructions			
3	Understand how to reduce risks to health and safety in the workplace	3.1	Explain their responsibility in remaining alert to hazards and risks			
		3.2	Identify own responsibilities and scope for action in controlling risk			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	Explain the importance of adhering to health and safety policies and practices				
	3.4	Describe where and when to get additional health and safety assistance				
	3.5	Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace				

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>	1.1	<p>Operate and look after equipment and materials so as to reduce environmental damage:</p> <ul style="list-style-type: none"> <li>• recyclable materials</li> <li>• static and mobile plant</li> <li>• pollution</li> <li>• physical disturbance</li> </ul>			
	1.2	<p>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"> <li>• the individual and others</li> <li>• the organisation</li> <li>• regulatory and statutory requirements</li> <li>• relevant company policies</li> <li>• risk assessment</li> </ul>			
	1.3	<p>Recognise any likely or actual environmental damage and take the appropriate action:</p> <ul style="list-style-type: none"> <li>• pollution</li> <li>• physical</li> </ul>			

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

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 5: Work with others to improve customer service**

**Unit reference number:** D/601/1553

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 53

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### **Unit aim**

This unit is all about how you develop a relationship with others to improve your customer service performance.

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

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

### **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	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	Cooperate with others to improve customer service			
		1.5	Keep their commitments made to others			
		1.6	Make others aware of anything that may affect plans to improve customer service			
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
4	Understand how to work with others to improve customer service	4.1	Describe who else is involved either directly or indirectly in the delivery of customer service			
		4.2	Describe the roles and responsibilities of others in their organisation			
		4.3	Describe the roles of others outside their organisation who have an impact on their services or products			
		4.4	Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set			
		4.5	Evaluate how their organisation identifies improvements in customer service			

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*(if sampled)*





## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Operate and control a waste transport vehicle	1.1	Carry out daily routine checks on the vehicle in accordance with operational procedures			
		1.2	Check the operational suitability of the vehicle and specialist equipment			
		1.3	Drive and manoeuvre the vehicle safely in line with training and operational procedures			
		1.4	Drive the vehicle in a manner which minimises wear and tear, the risk of accidental damage, and maximises efficiency			
		1.5	Drive in a manner which shows consideration for others, and minimises risk to oneself and the crew			
		1.6	Drive and operate the vehicle legally			
		1.7	Check the load is secure and stable before moving off			
2	Transport waste	2.1	Monitor continuously the condition of the vehicle and its load by observing the vehicle's performance, and report any problems in accordance with operational procedures			
		2.2	Follow operational procedures in the event of accident, breakdown, and other problems			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Use and communicate data and information related to the transportation of waste	3.1	Complete and sign the daily vehicle checks documentation				
		3.2	Report problems which arise from the vehicle check				
		3.3	Record variations in vehicle performance				
		3.4	Complete operational documentation				
		3.5	Check regulatory documentation and signage is completed and positioned accurately				
4	Resolve problems which arise with the transportation of waste	4.1	Report variations in vehicle performance				
		4.2	Take steps to deal with unsecure or unstable loads				
		4.3	Advise colleagues or managers of situations which require their attention				
		4.4	Report situations which are outside the job role responsibilities in line with operational procedures				
		4.5	Resolve problems to improve vehicle performance				
		4.6	Resolve problems within own area of responsibility				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand the regulations, procedures and requirements for transportation of waste	5.1	Describe appropriately the potential hazards associated with different wastes				
		5.2	Describe appropriately operational procedures and why it is important to comply with them				
		5.3	Determine how to identify work-related hazards and risks when transporting waste				
		5.4	Determine how to use personal protective equipment (PPE) in line with operational procedures				
		5.5	Describe appropriately vehicle controls, equipment, and their functions				
		5.6	Describe appropriately vehicle handling and characteristics				
		5.7	Describe appropriately load characteristics and their effects on vehicle performance				
		5.8	Describe appropriately the methods of checking vehicle performance				
		5.9	Describe appropriately the requirements of the organisation receiving the load				
		5.10	Describe appropriately legislation affecting the vehicle, its driver, and its load				
		5.11	Determine how to identify variances in vehicle performance, remedy them or report them				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
	5.12	Determine how to identify deviations from the schedule of operations					
	5.13	Determine how to establish load stability					
	5.14	Determine how to manoeuvre safely and effectively					
	5.15	Determine how to minimise wear and tear and the risk of accidents					
	5.16	Determine how to deal with accidents, breakdowns or other problems					
	5.17	Determine how to accommodate special instructions in route and schedule planning					
	5.18	Determine the potential environmental impact of the vehicle and its load					
	6	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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*(if sampled)*



## **Unit 7: Mechanically handle waste**

**Unit reference number:** D/602/1385

**QCF level:** 1

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This unit is about using mechanically operated machinery and equipment to move waste loads.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	Prepare to use mechanical handling equipment to load, move, and unload waste	1.1	Select and use the designated personal protective equipment (PPE) in compliance with operational requirements			
		1.2	Undertake daily checks and confirm the mechanical handling equipment and its attachments and accessories are working in accordance with operational and manufacturer's procedures			
		1.3	Check all required certification is in date for the piece of equipment to be used			
		1.4	Check that risk assessments have been completed before operations are started			
		1.5	Confirm the machine complies with legal requirements where it is used on the public highway			
2	Load, move and unload waste using mechanical handling equipment	2.1	Operate machinery in accordance with work instructions and organisational procedures			
		2.2	Ensure data is used and communicated as detailed in operational procedures			
		2.3	Make sure the machine is operated within its safe working limit			
		2.4	Operate mechanical handling equipment in a manner which minimises the potential for damage to colleagues, pedestrians, and other vehicles			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	2.5	Keep the working area clean, tidy, and in a safe condition				
	2.6	Comply with operational procedures and documents when handling waste				
	2.7	Check and confirm the equipment to be used is suitable for the characteristics of the waste				
	2.8	Make sure that the waste is handled in a safe manner				
	2.9	Make sure the load being handled is stable at all times				
	2.10	Make sure the work area is free from obstructions at all times during operations				
	2.11	Monitor the work environment continuously to minimise risk				
3	3.1	Provide information to others to complete all documentation associated with the handling of the load				
	3.2	Report situations where waste does not comply with documentation				
	3.3	Report defects on equipment, and in the work area, when handling waste				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Resolve problems which arise from mechanically handling waste	4.1	Deal with emergencies and spillages in line with operational procedures				
		4.2	Rectify and resolve any discrepancies between the paperwork and the waste before it is loaded or unloaded				
		4.3	Check defects in the specialist handling equipment are rectified before using it				
		4.4	Take steps immediately in accordance with operational procedures to ensure unsafe conditions are dealt with				
		4.5	Advise colleagues or managers of situations which require their attention				
		4.6	Report situations which are outside the job role responsibilities in line with organisational procedures				
		4.7	Resolve problems within own area of responsibility				
5	Understand the regulations, procedures and requirements for mechanically handling waste	5.1	Describe appropriately the potential hazards associated with different wastes				
		5.2	Describe appropriately operational procedures and why it is important to comply with them				
		5.3	Determine how to identify work-related hazards and risks				
		5.4	Describe appropriately the techniques for handling loads				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Work in a manner which underpins effective performance	5.5	Describe appropriately the legal requirements for operating machines on the public highway				
		5.6	Explain the process for ensuring that risk assessments are in place				
		5.7	Determine the physical and handling characteristics of wastes and containers				
		5.8	Determine how adverse conditions can affect the handling of loads				
		5.9	Determine how to work in a manner which minimises the potential for damage to buildings and vehicles				
		5.10	Determine how to work in a manner that minimises the risk of injury to colleagues and pedestrians				
		5.11	Determine how to recognise and prevent distortion or movement of stored waste whilst picking up and placing loads				
		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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(if sampled)

## **Unit 8: Control vehicle movement on site**

**Unit reference number:** T/602/1392

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to control vehicle movement on site.

### **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 monitor and maintain the safe loading and unloading of vehicles	1.1	Check that vehicles have safe access and egress to areas where loading and unloading is designated to take place			
		1.2	Make sure that the designated ground surface conditions to load and unload materials are safe and fit for purpose			
		1.3	Direct vehicle driver to appropriate loading or unloading area			
		1.4	Assist vehicle driver to manoeuvre to designated loading and unloading area			
		1.5	Refer problems with ground surface and manoeuvring conditions, outside their responsibility, to authorised person			
		1.6	Ensure that drivers and crews comply with approved procedures and practices related to Health, Safety and Environmental Protection regulations			
		1.7	Keep all necessary records accurate, legible and complete			
		1.8	Communicate information in accordance with organisations policies and procedures			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to control vehicle movements on site	2.1	State the operational procedures for the operation of vehicles in designated locations				
		2.2	Describe how to recognise vehicle problems				
		2.3	State how to recognise access problems				
		2.4	State how communicate effectively with drivers, crews and others				
		2.5	Know appropriate signals to the driver for assisting positioning				
		2.6	Describe how to recognise and respond to incidents interfering with operations				
		2.7	State what the law requires in vehicle loading and unloading operations				
		2.8	State the methods for assisting vehicles in reversing and getting into position				
		2.9	State the person to whom non-compliance should be reported				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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*(if sampled)*



## **Unit 9: Manual collection of waste**

**Unit reference number:** K/602/1261

**QCF level:** 1

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This unit is about collecting waste safely in accordance with the organisation's guidelines.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	Collect waste	1.1	Leave the designated collection area clean and safe		
		1.2	Use Personal Protective Equipment (PPE) in accordance with organisational procedures		
		1.3	Follow all health and safety and work procedures and instructions throughout the collection process		
		1.4	Make sure there is safe access to the waste to be collected		
		1.5	Collect waste, using manual and mechanical handling techniques, in a manner which avoids the risk of injury to self and others		
		1.6	Reject waste and deal with non-conforming waste in accordance with organisational procedures		
		1.7	Check and confirm containers contain the correct classification of waste		
		1.8	Use the proper manual handling techniques for the different types of containers		
2	Operate equipment	2.1	Follow organisational and manufacturer's procedures to operate machinery and equipment safely		
		2.2	Report faults and defects as soon as possible in line with operational procedures		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use and communicate information	2.3	Work in a manner which reduces the risk of injury and disease to self and others, and avoids risk of harm to self, others and the environment			
		2.4	Operate equipment in a safe and efficient manner in accordance with risk assessment and equipment operating procedures			
3	Use and communicate information	3.1	Give and request information to and from designated person			
		3.2	Check the collection documentation is accurate and complete			
4	Resolve problems arising from collecting waste	4.1	Report promptly any circumstances which affect the collection of the waste, in accordance with operational procedures			
		4.2	Report any damage which results from the collection process, in accordance with operational procedures			
		4.3	Resolve problems within limits of their own responsibility			
5	Understand the processes, procedures and requirements for manual collection of waste	4.4	Report problems outside of own responsibility that occur when manually collecting waste			
		5.1	Describe appropriately the classifications and types of waste			
		5.2	Describe appropriately the potential hazards associated with different wastes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.3 Describe appropriately details of operational procedures and documentation			
	5.4 Describe appropriately operational procedures and why it is important to comply with them when collecting waste manually			
	5.5 Determine how to identify work-related hazards and risks when collecting waste			
	5.6 Describe how to use personal protective equipment (PPE) in line with operational procedures for manual waste collection			
	5.7 Describe appropriately waste collection processes relevant to the organisation			
	5.8 Describe appropriately the safe working areas and hazards associated with loading waste			
	5.9 Describe appropriately the characteristics of different types of collection receptacle and how to handle them			
	5.10 Describe appropriately the reasons for rejecting waste			
	5.11 Describe appropriately information required for the completion of organisational documentation			
	5.12 Determine how to deal with non-conforming waste			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.13	Determine how to avoid the risk of injury and disease during waste collection activities			
		5.14	Determine how to minimise the risk of harm to oneself and the environment			
		5.15	Determine how to deal with hazardous waste			
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			

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*(if sampled)*



## **Unit 10: Working with other people**

**Unit reference number:** T/602/1263

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

This unit is about the competence required to work with other people.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	Agree individual work activities when working with others	1.1	Agree the division of work with others before beginning work			
		1.2	Plan the best way to carry out the work to performance requirements			
		1.3	Confirm the working methods that will be used to comply with operational requirements			
2	Complete work activities with others	2.1	Carry out and complete work activities within performance requirements			
		2.2	Check with other people for any difficulties which arise from carrying out the work			
		2.3	Prevent disagreements between people from disrupting work			
3	Use and communicate data and information	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 could affect working with others	4.1	Notify the designated person when work is likely to be completed later than a pre-agreed schedule			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand the regulation procedures and requirements for working with other people	4.2	Report instances of unsafe or disruptive behaviour in accordance with operational procedures				
		4.3	Report problems arising within own area of responsibility to the designated person				
		4.4	Notify matters outside the responsibility of the job role to the designated person				
		4.5	Resolve problems within the limits of own responsibility				
		5.1	Determine how to identify work-related hazards and risks				
		5.2	Determine how to deal constructively with colleagues and other people and resolve disagreements				
		5.3	Determine the impact on self and others of not wearing appropriate Personal Protective Equipment (PPE)				
		5.4	Describe appropriately how to develop productive working relationships with colleagues				
		5.5	Determine the nature of other people's work				
		5.6	Describe appropriately how each person's work affects each other				
		5.7	Describe appropriately how to resolve misunderstandings				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
	5.8	Describe appropriately how to make helpful contributions to work-related meetings and discussions					
	5.9	Describe appropriately how to recognise difficulties in own work					
	5.10	Describe appropriately different styles of working					
6	6.1	Recognise and act when others need support					
	6.2	Be receptive to new ways of working					

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(if sampled)

## **Unit 11: Maintain the security of waste management facilities**

**Unit reference number:** K/602/1373

**QCF level:** 1

**Credit value:** 7

**Guided learning hours:** 23

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### **Unit aim**

This unit is about maintaining security of the premises and the equipment and materials used there.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	Maintain the security of the premises, equipment and materials	1.1	Follow all organisational procedures where they are a lone worker			
		1.2	Maintain personal visibility in poor light conditions when opening and securing premises			
		1.3	Check the integrity of the access to the premises on arrival and follow the correct entering procedures			
		1.4	Carry out a general visual check of premises internally and externally for anything unusual			
		1.5	Store equipment and materials safely and securely when not in use			
		1.6	Check plant and equipment not stored in a secure place are immobilised when not in use			
		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			
		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			
		1.9	Turn off lights and power supplying equipment not required for security			

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

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
	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	5.1	Recognise and act when others need support				
	5.2	Be receptive to new ways of working				

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## **Unit 12: Mechanically handle recyclable materials**

**Unit reference number:** H/602/1260

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to mechanically handle recyclable materials.

### **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	Mechanically handle the transfer, loading and unloading of recycling materials in accordance with policies, procedures and regulations	1.1	Carry out collection in line with approved procedures, practices and health, safety and environmental protection regulations			
		1.2	Check the working environment for potential risks, hazards and damage to people, materials and equipment			
		1.3	Take action to minimise risks, hazards and damage to people material and equipment			
		1.4	Select and use appropriate mechanical handling equipment attachments and accessories for work activity			
		1.5	Check that no operational problems exist with equipment in relation to electrical/mechanical operation, health and safety and environmental protection regulations			
		1.6	Operate equipment in accordance with approved procedures and practices			
		1.7	Ensure the load is stable and within the capacity of the equipment			
		1.8	Leave the working area appropriately clean, tidy and safe at the end of the operation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9	Keep all necessary records accurate, legible and complete		
2 Understand the procedures, practices and regulations to be followed when mechanically handling the transfer of recyclable materials.	2.1	Describe the classifications of materials to be transferred and give examples for each classification		
	2.2	State the potential risks and hazards to self and others when preparing to transfer waste and recyclable materials		
	2.3	Describe the physical and handling characteristics of recyclable materials		
	2.4	State the importance of monitoring the stability of the load		
	2.5	State the techniques use for handling recyclable materials		
	2.6	State why it is important to assess ground conditions in the loading area		
	2.7	State the precautions that need to be taken when pedestrian and vehicle movements are taking place in loading area		
	2.8	State the potential for damage to buildings or other structures during handling loads		
	2.9	State the potential for distortion or movement of the load while handling		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.10	State the hazards of the materials to be handled			
		2.11	State the requirements for personal protective equipment			
		2.12	Describe the different techniques of manoeuvring safely both loaded and unloaded			
		2.13	Describe the importance of any documentation associated with the handling of a load			

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

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(if sampled)

## **Unit 13: Control the reception of recyclable materials**

**Unit reference number:** M/602/1259

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to control the reception of recyclable materials.

### **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	Ensure that information to secure the reception of recyclable materials is provided and received in line with organisational and operational requirements	1.1	<p>Ensure that all information for the handover is received, for example:</p> <ul style="list-style-type: none"> <li>• any special instructions</li> <li>• problems identified and action taken</li> <li>• health, safety and environmental information</li> <li>• relevant documentation</li> </ul>			
		1.2	<p>Confirm understanding of the information and clarify concerns, for example:</p> <ul style="list-style-type: none"> <li>• any special instructions</li> <li>• problems identified and action taken</li> <li>• health, safety and environmental information</li> <li>• relevant documentation</li> </ul>			
		1.3	<p>Make sure that information handed over is, for example:</p> <ul style="list-style-type: none"> <li>• accessible</li> <li>• accurate</li> <li>• complete</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 Report and chase up any missing information, for example: <ul style="list-style-type: none"> <li>• any special instructions</li> <li>• problems identified and action taken</li> <li>• health, safety and environmental information</li> <li>• relevant documentation</li> </ul>			
2	2.1 Be able to confirm the acceptance of responsibility of recyclable materials			
3	3.1 Be able to follow approved procedures and practices to carry out the handover of recyclable materials			
	3.2 Determine the health, safety and environmental impacts relating the handover of recyclable materials			
	3.3 Ensure the identified procedures and practices are used to carry out the handover control of recyclable materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Follow approved procedures and practices to carry out the handover. Health, safety and Environmental Protection related to: <ul style="list-style-type: none"> <li>• the individual and others</li> <li>• the organisation</li> <li>• regulatory and statutory requirements</li> <li>• relevant company policies</li> <li>• risk assessment</li> </ul>			
4	Be able to recognise and deal with unacceptable materials or incorrect documentation in accordance with approved procedures and practices	4.1 Identify unacceptable materials and incorrect documentation		
		4.2 Review health, safety and environmental procedures in accordance in unacceptable materials and incorrect documentation		
		4.3 Carry out appropriate actions to resolve matters associated with unacceptable materials or incorrect documentation in accordance with approved procedures and practices		
		4.4 Carry out risk assessment in accordance with approved procedures and practices		
5	Understand how to control the reception of recyclable materials	5.1 Explain the importance of receiving information about and the different types of information		
		5.2 Explain the different types of handover documentation and procedures		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	5.3	Identify their responsibilities for receiving information				
	5.4	Identify their responsibilities for understanding and clarifying information				
	5.5	Identify who to report to if any documentation is missing				
	5.6	Explain the implications of relevant legislation				

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

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

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

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



## **Unit 14: Collect recyclable materials**

**Unit reference number:** K/602/1387

**QCF level:** 1

**Credit value:** 4

**Guided learning hours:** 40

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to collect recyclable materials.

### **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 collect recyclable materials	1.1	Identify materials suitable for recycling in accordance with approved procedures and practices			
		1.2	Carry out collection in accordance with approved procedures and practices, including Health, Safety and Environmental Protection related to: <ul style="list-style-type: none"> <li>• the individual and others</li> <li>• the organisation</li> <li>• regulatory and statutory requirements</li> <li>• relevant company policies</li> <li>• risk assessment</li> </ul>			
2	Be able to recognise the characteristics of recyclable materials	2.1	Use appropriate methods to explain the difference between recyclable and non-recyclable materials			
		2.2	Give examples of recyclable and non-recyclable materials which may be encountered as part of the job role			
		2.3	Describe the difference between recyclable and non-recyclable materials to members of the public in accordance with organisational procedures			
3	Be able to use equipment for collecting recyclable materials	3.1	Prepare, check, maintain and use equipment for collecting recyclable materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to protect own health and safety and that of others, while collecting recyclable materials	4.1	Protect own health and safety and that of other persons including: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• persons external to the organisation</li> </ul>			
		4.2	Use appropriate Personal Protective Equipment (PPE) for the job role			
5	Be able to leave the collection site in accordance with approved procedures and practices	5.1	Leave the collection site clean and safe			
		5.2	Take the appropriate action to report any damage			
		5.3	Take corrective action within the scope of responsibility			
		5.4	Report to the appropriate person problems which fall outside of own responsibility			
6	Understand the appropriate procedures and practices to collect recyclable materials	6.1	Describe the different methods of collecting recyclable materials			
		6.2	Identify their own role and responsibilities during collection work			
		6.3	Differentiate between recyclable and non-recyclable materials in accordance with appropriate procedures and practices			
		6.4	Describe the different roles of those involved in the recycling industry in accordance with organisational procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	6.5	Describe the equipment needed to collect materials for recycling and how to prepare, check, maintain and use them in accordance with appropriate procedures and practices				
	6.6	Describe the responsibilities of self and others in accordance with practices and procedures, health and safety and other legislation				

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

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

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

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

## **Unit 15: Perform street cleansing manually**

**Unit reference number:** L/602/2080

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to perform street cleansing manually.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to remove litter, detritus and debris from grounds	1.1	List the permits and checks that may be required for the task			
		1.2	Describe factors which should be taken into account when identifying litter, detritus and debris			
		1.3	Describe organisational requirements for reporting items that may present a risk to health and safety			
		1.4	State the importance of wearing the required personal protective equipment and for others to see it being worn			
		1.5	State different types of equipment for removal of litter, detritus and debris			
		1.6	Describe how to identify the correct equipment for the type of litter, detritus and debris			
		1.7	Describe actions that need to be taken in order to deal with hazardous debris and detritus			
		1.8	State why mobile equipment should be secured			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	1.9	State the consequences of not securing mobile equipment				
	1.10	State the importance of segregating litter and putting into the correct container/location				
	1.11	State the importance of ensuring the work area is left free of litter, detritus and debris				
	1.12	State the organisational requirements for reporting when work has been completed				
	1.13	State the importance of adhering to organisational requirements for reporting when work has been completed				
2	2.1	Describe where information on the number and location of waste collection points can be found				
	2.2	State types of hazardous debris and detritus				
	2.3	Describe actions that need to be taken in order to deal with hazardous debris and detritus				
	2.4	Describe how to operate equipment safely				
	2.5	Describe the organisational requirements for emptying containers				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.6	Describe how to identify when containers need replacing				
		2.7	Describe the organisational requirements for reporting problems				
3	Be able to remove litter, detritus and debris from grounds	3.1	Confirm with the appropriate person the area to be cleaned				
		3.2	Select and wear appropriate personal protective equipment for the task				
		3.3	Select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area				
		3.4	Use equipment safely following organisational requirements				
		3.5	Use the correct method for removing litter from the ground surface				
		3.6	Secure mobile equipment when not in use				
		3.7	Segregate litter and put in correct container/location				
		3.8	Transfer waste to the correct collection points				
4	Be able to maintain waste collection points	4.1	Identify the number and location of the waste collection points				
		4.2	Identify waste that needs specialist treatment or handling				

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

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



## **Unit 16: Perform street cleansing mechanically**

**Unit reference number:** R/602/2081

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 40

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to perform street cleansing mechanically.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	State the types of personal protective equipment required for: <ul style="list-style-type: none"> <li>• vehicles</li> <li>• equipment and machinery</li> <li>• working conditions</li> </ul>			
	2.4	Describe how to check that the vehicles and machinery have sufficient resources			
	2.5	State where additional resources can be obtained			
	2.6	State the organisational requirements for reporting faults with vehicles, equipment and machinery			
	2.7	State the importance of operating vehicles, equipment and machinery safely			
	2.8	State the importance of securing mechanical equipment			
3 Understand how to deal with collected waste	3.1	State types of spillage that can occur			
	3.2	Describe how to check that spillages have been treated correctly			
	3.3	Describe the organisational requirements for reporting problems			
	3.4	State the location of the designated collection points for waste			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.5	Describe how to discharge and dispose of collected waste safely			
	3.6	Explain the legal and organisational requirements that must be followed when disposing of waste			
	3.7	State the organisational requirements for reporting when work has been completed			
	3.8	State the importance of adhering to organisational requirements for reporting when work has been completed			
4 Know how to clean and store vehicles, equipment and machinery	4.1	State the designated location for cleaning vehicles, equipment and machinery			
	4.2	Describe the methods for cleaning vehicles, equipment and machinery			
	4.3	State the location of the storage areas for vehicles, equipment and machinery			
	4.4	State the importance of leaving storage areas secure			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to remove litter and detritus	5.1	Confirm with the appropriate person the area to be cleaned				
		5.2	Select the: <ul style="list-style-type: none"> <li>• vehicle</li> <li>• equipment and machinery</li> <li>• cleaning methods</li> <li>• suitable for the litter, detritus and surfaces to be cleaned</li> </ul>				
		5.3	Confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery.				
		5.4	Select and wear personal protective equipment appropriate for the: <ul style="list-style-type: none"> <li>• vehicle</li> <li>• equipment and machinery</li> <li>• working conditions</li> </ul>				
		5.5	Ensure that vehicles and machinery have sufficient resources				
		5.6	Report faults with vehicles, equipment and machinery				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	5.7	Use appropriate methods for removing litter detritus and debris according to: <ul style="list-style-type: none"> <li>• type of litter, detritus and debris</li> <li>• equipment and machinery</li> <li>• vehicles</li> <li>• working conditions</li> </ul>			
	5.8	Operate vehicles, equipment and machinery safely following organisational requirements			
	5.9	Secure vehicles and machinery when not in use			
	5.10	Carry out work to allow maximum clearance of litter, detritus and debris considering working conditions			
6 Be able to deal with collected waste	6.1	Ensure spillages are treated correctly before removing them			
	6.2	Report any problems following organisational requirements			
	6.3	Transfer collected waste to the designated collection point			
	6.4	Discharge and dispose of waste in line with legal and organisational requirements			
	6.5	Leave the waste hopper empty			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to clean and store vehicles, equipment and machinery	7.1	Clean vehicles, equipment and machinery once work is completed			
		7.2	Return vehicles, equipment and machinery to the correct place and store securely			
		7.3	Report that work has been completed			

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

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

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

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



## **Unit 17: Clean and maintain external surfaces and areas**

**Unit reference number:** Y/602/2082

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 40

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to clean and maintain external surfaces and areas.

### **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 to clean and maintain external surfaces and areas	1.1	List the permits and checks that may be required for the task		
		1.2	State the location of the job and how to get to that location		
		1.3	Describe how environmental conditions can affect: <ul style="list-style-type: none"> <li>• the cleaning to be carried out</li> <li>• the equipment which can be used</li> </ul>		
		1.4	State how to inspect a work area to decide what cleaning needs to be carried out		
		1.5	State the standards of appearance and behaviour required		
		1.6	State the importance of wearing the required personal protective equipment and for others to see it being worn		
		1.7	Explain why it is important to inspect the work area for public access		
		1.8	Describe the best methods and materials for carrying out a specific task identifying possible alternatives		
		1.9	Describe why it is important to estimate the time required for the job		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to clean and maintain external surfaces and areas	2.1	State the techniques to be use with chosen equipment and materials				
		2.2	Describe the tasks that need to be performed				
		2.3	Describe the consequences of: <ul style="list-style-type: none"> <li>• using wrong equipment</li> <li>• using wrong materials</li> <li>• not following manufacturer's instructions</li> </ul>				
		2.4	State how to change between cleaning methods to cope with different environmental conditions				
		2.5	Describe methods that can be used for cleaning external surfaces and areas				
		2.6	State which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this				
		2.7	State the importance of checking the quality of work as it is being done				
		2.8	Describe the organisational requirements for dealing with and reporting accidental damage				
		2.9	State the organisational requirements for reporting difficulties which may arise				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to complete the cleaning activity	3.1	State why tools and equipment should be cleaned after use			
		3.2	State the location of the storage areas for equipment and materials			
4	Be able to prepare to clean and maintain external surfaces and areas	3.3	State why storage areas should be kept clean, safe and secure			
		3.4	Describe the organisational requirements for organising replacement and extra resources			
		4.1	Identify the area to be cleaned and the order in which tasks need to be done			
		4.2	Assess the impact of environmental conditions, i.e. temperature, rain, humidity, wind and ice, on the order of tasks			
		4.3	Select tools and equipment for the task, taking into account: <ul style="list-style-type: none"> <li>• efficiency</li> <li>• risk</li> <li>• time</li> <li>• weather conditions</li> </ul>			
		4.4	Check that the tools and equipment required are available for use			
		4.5	Select and wear appropriate personal protective equipment for the task			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Check that the equipment can be used safely in the work area			
		4.7	Deal with unattended items following organisational requirements			
5	Be able to clean and maintain external surfaces and areas	5.1	Carry out work in a way which does not affect other exterior surfaces and areas			
		5.2	Use the correct cleaning method for the work area and surface			
		5.3	Adapt the cleaning methods according to available equipment and environmental conditions			
		5.4	Report any difficulties in carrying out the work in line with organisational requirements			
		5.5	Deal with accidental damage			
6	Be able to complete the cleaning process	6.1	Organise replacement resources as required			
		6.2	Clean tools and equipment after use			
		6.3	Return tools and equipment to the correct place and store securely			
		6.4	Report tools and machinery in need of repair			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
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## **Unit 18: Loading a waste transport vehicle**

**Unit reference number:** Y/602/1076

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

This unit is about loading waste safely and observing operational and regulatory requirements.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	Prepare to load waste and related materials	1.1	Establish the accessibility and the suitability of the loading location				
		1.2	Check the suitability of the loading equipment to be used				
		1.3	Check to make sure the vehicle is positioned so it can be prepared and loaded safely				
		1.4	Comply with all regulations and operational procedures that relate to loading waste				
		1.5	Select and use appropriate PPE in accordance with operational requirements				
		1.6	Establish the safe loading limits of both the vehicle and loading equipment				
		1.7	Work in a way which complies with all regulations, and operational and location-specific procedures that relate to loading waste				
2	Load waste and related materials in line with location-specific procedures	2.1	Distribute the load to prevent movement, displacement or escape of waste during transit				
		2.2	Place batched waste in a manner that enables access to it for unloading				
		2.3	Check and confirm the load is secure and safe before the loaded vehicle is moved, and that the vehicle and load comply with regulations				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Use and communicate data and information connected with loading waste and related materials	3.1	Communicate with others involved in the loading processes to ensure work is carried out safely, and in compliance with operational and location-specific procedures				
		3.2	Check that the waste and the documentation are in compliance				
		3.3	Report unresolved vehicle defects or problems with defective equipment to the designated person				
		3.4	Check that documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies				
		3.5	Complete documentation in accordance with operational and location-specific procedures				
		3.6	Report situations that prevent safe loading or unloading to take place in accordance with operational and location-specific procedures				
4	Resolve problems which arise from loading waste and related materials	4.1	Resolve any discrepancies in the documentation for the load before the waste is loaded				
		4.2	Report defects in operational suitability of the vehicle and loading equipment to the designated person				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
5	4.3	Arrange for alternative loading sites to be identified when the designated site is unsuitable				
	4.4	Reload or rearrange the load if the loading operation causes instability of the vehicle or loading equipment				
	4.5	Identify, rectify and record discrepancies and defects				
	4.6	Resolve problems within own area of responsibility				
	5.1	Describe appropriately the classifications and types of waste				
	5.2	Describe appropriately the potential hazards associated with different wastes				
	5.3	Describe appropriately operational procedures and why it is important to comply with them				
	5.4	Determine how to identify work-related hazards and risks				
	5.5	Determine how to use personal protective equipment (PPE) in line with operational procedures				
	5.6	Describe appropriately the regulations relating to loading waste and related materials				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Work in a manner which underpins effective performance	5.7	Describe appropriately the regulations relating to the carriage of dangerous goods				
		5.8	Describe appropriately operational procedures for loading				
		5.9	Describe appropriately site operating procedures and regulations at loading sites				
		5.10	Determine how to establish compliance of load with transfer requirements				
		5.11	Determine how to operate loading equipment which is both integral and non-integral with the vehicle				
		5.12	Determine the nature and characteristics of waste loads and related materials				
		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 19: Loading a hazardous waste transport vehicle**

**Unit reference number:** R/602/1075

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 40

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### **Unit aim**

This unit is about loading waste safely and observing operational and regulatory requirements.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	Prepare to load hazardous waste and related materials	1.1	Establish the accessibility and the suitability of the loading action				
		1.2	Check the suitability of the loading equipment to be used				
		1.3	Check to make sure the vehicle is positioned so it can be prepared and loaded safely				
		1.4	Comply with all regulations and operational procedures that relate to loading hazardous waste				
		1.5	Select and use appropriate PPE in accordance with operational requirements				
		1.6	Establish the safe loading limits of both the vehicle and loading equipment				
		1.7	Work in a way which complies with all regulations, and operational and location-specific procedures that relate to loading hazardous waste				
2	Load hazardous waste and related materials in line with location-specific procedures	2.1	Distribute the load to prevent movement, displacement or escape of hazardous waste during transit				
		2.2	Place batched hazardous waste in a manner that enables access to it for unloading				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Check and confirm the load is secure and safe before the loaded vehicle is moved and that the vehicle and load comply with regulations			
3	Use and communicate data and information connected with loading hazardous waste and related materials	3.1	Communicate with others involved in the loading processes to ensure work is carried out safely, and in compliance with operational and location-specific procedures			
		3.2	Check that the hazardous waste and the documentation are in compliance			
		3.3	Report unresolved vehicle defects or problems with defective equipment to the designated person			
		3.4	Check that documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies			
		3.5	Complete documentation in accordance with operational and location-specific procedures			
		3.6	Report situations that prevent safe loading or unloading to take place in accordance with operational and location-specific procedures			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Resolve problems which arise from loading hazardous waste and related materials	4.1	Resolve any discrepancies in the documentation for the load before the hazardous waste is loaded				
		4.2	Report defects in operational suitability of the vehicle and loading equipment to the designated person				
		4.3	Arrange for alternative loading sites to be identified when the designated site is unsuitable				
		4.4	Reload or rearrange the load if the loading operation causes instability of the vehicle or loading equipment				
		4.5	Resolve problems within the limits of own responsibility				
		4.6	Identify, rectify and record discrepancies and defects				
5	Understand the regulations, procedures and requirements for loading a hazardous waste transport vehicle	5.1	Describe appropriately the classification and types of hazardous waste				
		5.2	Describe appropriately the potential hazards associated with different hazardous wastes				
		5.3	Describe appropriately operational procedures and why it is important to comply with them				
		5.4	Determine how to identify work-related hazards and risks				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	5.5	Determine how to use personal protective equipment (PPE) in line with operational procedures when loading a hazardous waste transport vehicle			
	5.6	Describe appropriately the regulations relating to loading hazardous waste and related materials			
	5.7	Describe appropriately the regulations relating to the carriage of dangerous goods			
	5.8	Describe appropriately operational procedures for loading			
	5.9	Describe appropriately site operating procedures and regulations for loading transport vehicles			
	5.10	Determine how to establish compliance of load with transfer requirements			
	5.11	Determine how to operate loading equipment which is both integral and non-integral with the vehicle			
	5.12	Determine the nature and characteristics of hazardous waste loads and related materials			
6	6.1	Recognise and act when others need support			
	6.2	Be receptive to new ways of working			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
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## **Unit 20: Loading a non-hazardous waste transport vehicle**

**Unit reference number:** L/602/1074

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This unit is about loading non-hazardous waste safely and observing operational and regulatory requirements.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	Prepare to load a non-hazardous waste and related materials	1.1	Establish the accessibility and the suitability of the loading action			
		1.2	Check the suitability of the loading equipment to be used			
		1.3	Check to make sure the vehicle is positioned so it can be prepared and loaded safely			
		1.4	Comply with all regulations and operational procedures that relate to loading non-hazardous waste			
		1.5	Select and use appropriate PPE in accordance with operational requirements			
		1.6	Establish the safe loading limits of both the vehicle and loading equipment			
		1.7	Work in a way which complies with all regulations, and operational and location-specific procedures that relate to loading non-hazardous waste			
2	Load non-hazardous waste and related materials in line with location-specific procedures	2.1	Distribute the load to prevent movement, displacement or escape of non-hazardous waste during transit			
		2.2	Place batched non-hazardous waste in a manner that enables access to it for unloading			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Check and confirm the load is secure and safe before the loaded vehicle is moved and that the vehicle and load comply with regulations			
3	Use and communicate data and information connected with loading non-hazardous waste and related materials	3.1	Communicate with others involved in the loading processes to ensure work is carried out safely, and in compliance with operational and location-specific procedures			
		3.2	Check that the non-hazardous waste and the documentation are in compliance			
		3.3	Report unresolved vehicle defects or problems with defective equipment to the designated person			
		3.4	Check that documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies			
		3.5	Complete documentation in accordance with operational and location-specific procedures			
		3.6	Report situations that prevent safe loading or unloading to take place in accordance with operational and location-specific procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Resolve problems which arise from loading non-hazardous waste and related materials	4.1	Resolve any discrepancies in the documentation for the load before the non-hazardous waste is loaded			
		4.2	Report defects in operational suitability of the vehicle and loading equipment to the designated person			
		4.3	Arrange for alternative loading sites to be identified when the designated site is unsuitable			
		4.4	Reload or rearrange the load if the loading operation causes instability of the vehicle or loading equipment			
		4.5	Resolve problems within the limits of own responsibility			
		4.6	Identify, rectify and record discrepancies and defects			
5	Understand the regulations, procedures and requirements for loading a non-hazardous waste transport vehicle	5.1	Describe appropriately the classification and types of non-hazardous waste			
		5.2	Describe appropriately the potential hazards associated with different non-hazardous wastes			
		5.3	Describe appropriately operational procedures and why it is important to comply with them			
		5.4	Determine how to identify work-related hazards and risks			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date	
	5.5	Determine how to use personal protective equipment (PPE) in line with operational procedures when loading a non-hazardous waste transport vehicle						
	5.6	Describe appropriately the regulations relating to loading non-hazardous waste and related materials						
	5.7	Describe appropriately the regulations relating to the carriage of dangerous goods						
	5.8	Describe appropriately operational procedures for loading						
	5.9	Describe appropriately site operating procedures and regulations for loading transport vehicles						
	5.10	Determine how to establish compliance of load with transfer requirements						
	5.11	Determine how to operate loading equipment which is both integral and non-integral with the vehicle						
	5.12	Determine the nature and characteristics of non-hazardous waste loads and related materials						
	6	6.1	Recognise and act when others need support					
		6.2	Be receptive to new ways of working					

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
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## **Unit 21: Loading an inert waste transport vehicle**

**Unit reference number:** J/602/1073

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This unit is about loading inert waste safely and observing operational and regulatory requirements.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	Prepare to load inert waste and related materials	1.1	Establish the accessibility and the suitability of the loading action				
		1.2	Check the suitability of the loading equipment to be used				
		1.3	Check to make sure the vehicle is positioned so it can be prepared and loaded safely				
		1.4	Comply with all regulations and operational procedures that relate to loading inert waste				
		1.5	Select and use appropriate PPE in accordance with operational requirements				
		1.6	Establish the safe loading limits of both the vehicle and loading equipment				
		1.7	Work in a way which complies with all regulations, and operational and location-specific procedures that relate to loading inert waste				
2	Load inert waste and related materials in line with location-specific procedures	2.1	Distribute the load to prevent movement, displacement or escape of inert waste during transit				
		2.2	Place batched inert waste in a manner that enables access to it for unloading				
		2.3	Check and confirm the load is secure and safe before the loaded vehicle is moved and that the vehicle and load comply with regulations				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use and communicate data and information connected with loading inert waste and related materials	3.1	Communicate with others involved in the loading processes to ensure work is carried out safely, and in compliance with operational and location-specific procedures			
		3.2	Check that the inert waste and the documentation are in compliance			
		3.3	Report unresolved vehicle defects or problems with defective equipment to the designated person			
		3.4	Check that documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies			
		3.5	Complete documentation in accordance with operational and location-specific procedures			
		3.6	Report situations that prevent safe loading or unloading to take place in accordance with operational and location-specific procedures			
4	Resolve problems which arise from loading inert waste and related materials	4.1	Resolve any discrepancies in the documentation for the load before the inert waste is loaded			
		4.2	Report defects in operational suitability of the vehicle and loading equipment to the designated person			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand the regulations, procedures and requirements for loading an inert waste transport vehicle	4.3	Arrange for alternative loading sites to be identified when the designated site is unsuitable				
		4.4	Reload or rearrange the load if the loading operation causes instability of the vehicle or loading equipment				
		4.5	Resolve problems within the limits of own responsibility				
		4.6	Identify, rectify and record discrepancies and defects				
		5.1	Describe appropriately the classification and types of inert waste				
		5.2	Describe appropriately the potential hazards associated with different inert wastes				
		5.3	Describe appropriately operational procedures and why it is important to comply with them				
		5.4	Determine how to identify work-related hazards and risks				
		5.5	Determine how to use personal protective equipment (PPE) in line with operational procedures when loading an inert waste transport vehicle				
		5.6	Describe appropriately the regulations relating to loading inert waste and related materials				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Work in a manner which underpins effective performance	5.7	Describe appropriately the regulations relating to the carriage of dangerous goods				
		5.8	Describe appropriately operational procedures for loading				
		5.9	Describe appropriately site operating procedures and regulations for loading transport vehicles				
		5.10	Determine how to establish compliance of load with transfer requirements				
		5.11	Determine how to operate loading equipment which is both integral and non-integral with the vehicle				
		5.12	Determine the nature and characteristics of inert waste loads and related materials				
		6.1	Recognise and act when others need support				
6.2	Be receptive to new ways of working						

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

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

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(if sampled)



**Unit 22:** **Store waste and operating materials within a waste management facility**

**Unit reference number:** D/602/1368

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 70

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**Unit aim**

This unit defines the competence required when working in an operational role in a waste management facility. It requires ensuring the waste materials and are dealt with and stored according to organisational requirements. It involves working safely and making sure any documentation is used and dealt with according to organisational requirements.

**Assessment requirements/evidence requirements**

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

**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	Sort and store waste and operating materials	1.1	Wear and use personal protective equipment (PPE) in line with operational procedures			
		1.2	Use the equipment specified for the job to sort waste and operating materials			
		1.3	Use equipment specified for the job to move waste and operating materials			
		1.4	Sort, store, and label waste and materials according to their nature			
		1.5	Check and confirm the storage area is clean and tidy after movement of waste or materials			
2	Monitor and maintain storage conditions	2.1	Maintain the safety and security of the storage facility areas throughout the working day			
		2.2	Ensure the storage facility areas are kept clean and tidy throughout the working day.			
3	Use and communicate data and information	3.1	Check all necessary documentation is complete and up to date			
		3.2	Keep and maintain records of work activities so they can be used by others for quality assurance and audit purposes			
		3.3	Ensure data is used and communicated as detailed in operational procedures			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Resolve problems from storing waste and operating materials	3.4	Follow all procedures connected with the work requirements to maintain the quality of the organisation's work				
		4.1	Report any equipment defects and take steps to correct them as permitted by operational procedures				
		4.2	Report any problems in storage conditions to the designated person				
		4.3	Report problems and take steps to resolve them within the limits of the responsibility of the job role				
		4.4	Advise colleagues or managers where situations need them to intervene				
		4.5	Resolve situations which are outside the job role responsibility by referring them to the designated person				
		4.6	Resolve problems within own area of responsibility				
5	Understand the regulations, procedures and requirements for storing waste and operating materials within a waste management facility	5.1	Describe appropriately operational procedures and why it is important to comply with them				
		5.2	Determine the classifications and types of waste				
		5.3	Determine the potential hazards associated with different wastes				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date	
	5.4	Determine how to identify work-related hazards and risks				
	5.5	Label waste, when required				
	5.6	Maintain safety and security of storage				
	5.7	Identify defects and correct them where permissible				
	5.8	Determine the requirements for keeping the storage facilities area clean and tidy				
	5.9	Determine environmental requirements related to storage				
	5.10	Determine storage facilities location and layout				
	5.11	Determine operational procedures for storage				
	5.12	Determine implications of relevant legislation to sorting and storing waste and operating materials				
	6	6.1	Recognise and act when others need support			
		6.2	Be receptive to new ways of working			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
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## **Unit 23: Validation of waste**

**Unit reference number:** A/602/1376

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 7

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### **Unit aim**

This unit is about the validation of waste, being able to check and confirm the vehicle carrier is registered and that documentation accompanying the waste is correct.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

### **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	1.1	Check and confirm the documentation accompanying the waste is correct				
		1.2	Establish the waste complies with the site waste management licence				
		1.3	Check the documents for wastes being accepted are completed accurately and legibly and they are stored in the designated place				
		1.4	Ensure information recorded on documents meets organisational procedures				
		1.5	Reject unsuitable waste in accordance with organisational procedures				
2	Resolve problems which arise from the validation of waste	2.1	Rectify and resolve discrepancies on documents accompanying the waste before it is accepted				
		2.2	Report problems outside the responsibility of the job role in accordance with operational procedures				
		2.3	Resolve problems within own area of responsibility				
3	Understand the regulations, procedures and requirements for the validation of waste	3.1	Describe appropriately operational procedures and why it is important to comply with them				
		3.2	Determine the potential hazards associated with different wastes				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	Determine how to identify work-related hazards and risks			
	3.4	Determine how to use personal protective equipment (PPE) in line with operational procedures			
	3.5	Describe appropriately the operational procedures for validation and rejection of waste			
	3.6	Describe appropriately the transport, acceptance, and rejection documentation to comply with legal and organisational requirements			
	3.7	Describe appropriately the permit or license conditions covering the acceptance of waste at their site			
	3.8	Describe appropriately other relevant environment permit details applicable to the facility			
	3.9	Determine how to recognise classifications of waste that they may encounter in their job role			
	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 licence or duty of care legislation			

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

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(if sampled)

## **Unit 24: Inspection of vehicles used in waste management facilities**

**Unit reference number:** D/602/1371

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 3

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### **Unit aim**

This unit defines the competence required to carry out inspections on vehicles, including plant and tracked vehicles, used in the waste management industry. It involves following prescribed procedures, including those for dealing with unsafe situations or damage permitted within the job role. It requires an ability to maintain records and report the results of inspections as required by the organisation and, in particular, damage which could affect safety or effective operation.

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

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Use and communicate data and information connected with inspections	2.1	Complete daily inspection reports in accordance with organisational requirements				
		2.2	Record any corrective actions taken and report them to the designated person				
		2.3	Record and report any defects or damage found on vehicles and associated equipment in accordance with organisational procedures				
		2.4	Issue clear warnings to drivers where vehicles and associated equipment do not conform to safe operational requirements				
		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				
3	Resolve problems which arise from inspections of vehicles and associated equipment	3.1	Arrange for minor defects to be rectified before vehicles are released for service				
		3.2	Advise their designated supervisor immediately when safety warnings or vehicle isolation measures are ignored by drivers or others				
		3.3	Inflate tyres to the correct operating pressure				
		3.4	Top up low fluid levels with the appropriate approved fluids and record and report their action to the designated person				

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	3.5	Request expert opinion from a qualified vehicle technician if the inspection reveals any possible defect with which they are unfamiliar				
		3.6	Resupply any missing health, safety and welfare consumables				
		3.7	Resolve problems within own area of responsibility				
		4.1	Describe appropriately details of work schedules and working procedures				
		4.2	Describe appropriately organisational policies and why it is important to comply with them				
		4.3	Determine the potential hazards of waste				
		4.4	Determine how to identify work-related hazards and difficulties				
		4.5	Describe appropriately the operation of the vehicle systems				
		4.6	Describe appropriately the procedures for dealing with unsafe situations and vehicles and associated equipment not capable of operating effectively				
		4.7	Describe appropriately the procedures for reporting inspections, damage, defects, shortages and actions taken				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date	
5	Work in a manner which underpins effective performance	4.8	Determine the items that need to be checked for a specific vehicle and associated equipment					
		4.9	Determine the items which are essential for safety					
		4.10	Determine how to identify damage that would interfere with the safe and effective operation of the vehicle and associated equipment					
		4.11	Determine how to identify any items missing in the vehicle's associated equipment					
		4.12	Determine the purpose of the inspection checklist and how to use it to carry out and record daily checks					
		4.13	Determine responsibility within the job role with regard to statutory requirements					
		4.14	Determine the permitted repair or replacements which can be made within the job role					
		5.1	Recognise and act when others need support					
		5.2	Be receptive to new ways of working					

Learner name: \_\_\_\_\_  
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## **Unit 25: Manually clear snow and treat highways and land for ice**

**Unit reference number:** M/602/1374

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to manually clear snow and treat highways and land for ice.

### **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	Manually clear snow and ice from highways and land	1.1	Select and use clearance methods in accordance with work instructions and the type and amount of treatment required			
		1.2	Clear and remove loose snow to designated place in accordance with work instructions and environmental regulations and requirements			
		1.3	Leave the finished area in a condition that is as safe as possible for other users of the highway/land			
2	Treat snow-covered and ice-covered highways and land	2.1	Check the condition of the area that needs to be treated in accordance with work instructions and the amount of treatment required			
		2.2	Select treatment methods and equipment that are fit for purpose and are in accordance with work instructions			
		2.3	Scatter the treatment evenly in a way that will prevent freezing			
		2.4	Avoid scattering the treatment beyond the area to be treated			
		2.5	Leave the finished area in a condition that is as safe as possible for other users of the highway/land			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use and communicate data and information	3.1	Communicate the completion of the work activity to designated personnel			
4	Resolve problems which arise when clearing and treating snow from highways and land of ice	4.1	Resolve problems within the limits of their own personal responsibility			
		4.2	Report problems that are outside their personal responsibility to resolve to designated persons			
		4.3	Resolve problems within own area of responsibility			
5	Understand the regulations, procedures and requirements for manually clearing snow and treating highways and land for ice	5.1	Describe appropriately operational procedures and why it is important to comply with them			
		5.2	Determine how to identify work-related hazards and risks			
		5.3	Determine how to use personal protective equipment (PPE) in line with operational procedures			
		5.4	Determine who is the appropriate person to provide instructions and report problems to in different circumstances			
		5.5	Determine why they must check the type and amount of treatment required			
		5.6	Determine what the various removal processes are and how they may vary according to the type and amount of snow or ice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	5.7	Determine where loose snow should and should not be cleared to				
	5.8	Determine what are the different methods for gritting and salting				
	5.9	Determine what are the types of risks that users of surfaces could be faced with and how to decide how much treatment is necessary to reduce these risks				
	5.10	Determine what types of problems they may find during treatment and what they should do about them				
6	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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*(if sampled)*

**Unit 26:** **Comply with emergency procedures on waste management activities**

**Unit reference number:** M/602/1262

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 30

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**Unit aim**

This unit is about identifying risks and hazards and dealing effectively with emergency procedures as they occur on waste management facilities.

**Assessment requirements/evidence requirements**

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

**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	Respond to emergency situations involving accidents to people	1.1	Raise the alarm in accordance with workplace procedures for accidents to people			
		1.2	Alert other workers and managers promptly when someone is involved in an accident			
		1.3	Contact the designated first-aider(s) and request first aid treatment as quickly as possible			
		1.4	Give any injured people comfort and reassurance			
2	Respond to emergency situations involving accidents on the work site	2.1	Raise the alarm using mechanical or electronic means on discovering an emergency			
		2.2	Notify the designated personnel promptly when there is a major service failure			
		2.3	Alert people promptly to emergencies which arise on their work site			
		2.4	Take steps to ensure the emergency services are called in accordance with workplace procedures			
		2.5	Notify designated personnel promptly if they encounter any suspicious situations that may cause an emergency			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Minimise the effect of an emergency	3.1	Check that their actions taken during an emergency reflect the seriousness of the situation but do not cause panic to other people			
		3.2	Take action to minimise any environmental damage that may occur through spillage or release of hazardous substances in accordance with workplace procedures			
		3.3	Use emergency first aid equipment and other emergency equipment in accordance with workplace procedures			
		3.4	Ensure their response to emergencies minimises the risk to their and others' personal safety and minimises damage to equipment and resources			
4	Use and communicate data and information	4.1	Notify the designated person promptly when raising an alarm			
		4.2	Report unsafe equipment and hazardous locations that have the potential to cause an accident			
		4.3	Report situations which emerge from visual inspections or monitoring data which have the potential to pose risks to people			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Report problems that could affect compliance with emergency procedures	4.4	Report high risk hazards which are outside the responsibility of their job role to the designated personnel				
		4.5	Record the details of an accident they witness or in which they are involved in accordance with organisational procedures				
6	Understand specific regulation procedures for complying with emergency procedures on waste management activities	5.1	Deal with unsafe behaviour in accordance with responsibilities of their job role and workplace procedures				
		5.2	Report day-to-day problems within their own area of responsibility				
		5.3	Refer matters outside the responsibility of their job role to designated personnel				
		5.4	Resolve problems within the limits of own responsibility				
6	Understand specific regulation procedures for complying with emergency procedures on waste management activities	6.1	Describe appropriately emergency operational procedures and why it is important to comply with them				
		6.2	Determine the potential hazards associated with different wastes				
		6.3	Determine how to identify work-related hazards and risks				
		6.4	Describe appropriately the procedures for extinguishing, containing and dispersing fires				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date	
7	Work in a manner which underpins effective performance	6.5	Describe appropriately the organisational procedures for reporting accidents, incidents and dangerous occurrences				
		6.6	Explain what constitutes an emergency situation				
		6.7	Explain the importance of raising an alarm and the methods available for doing so				
		6.8	Explain the importance of contacting an individual trained in first aid				
		6.9	Describe appropriately how to call the emergency services				
		6.10	Describe appropriately how to offer reassurance to individuals affected by the emergency				
		7.1	Recognise and act when others need support				
		7.2	Be receptive to new ways of working				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
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*(if sampled)*



**Unit 27:** **Maintain a healthy and safe working environment for waste management activities**

**Unit reference number:** T/602/1439

**QCF level:** 2

**Credit value:** 6

**Guided learning hours:** 60

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**Unit aim**

This unit is about the competence required to comply with general health and safety in the working environment.

**Assessment requirements/evidence requirements**

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

**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	Maintain personal hygiene	1.1	Maintain personal standards of hygiene in accordance with organisational requirements			
		1.2	Select and use the designated personal protective equipment (PPE) in accordance with operational procedures and legislation			
		1.3	Use approved safe working and hygiene methods and techniques when carrying out work activities			
		1.4	Check work areas are kept clean and tidy and contribute to maintaining them in a suitable condition			
2	Comply with safety procedures at the work site	2.1	Follow safe working procedures and practices in accordance with organisational requirements			
		2.2	Carry out work routines in accordance with organisational procedures			
		2.3	Check risk assessments are in place for all aspects of own work, prior to commencing operations, and ensure their requirements are complied with			
		2.4	Keep to specified walkways in the work place			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.5	Give warnings to people who might be at risk from hazardous conditions				
		2.6	Comply with the organisation's requirements for lone working situations				
3	Use and communicate data and information in line with operational procedures	3.1	Report unsafe materials, plant and equipment				
		3.2	Report unsafe locations to the designated person				
		3.3	Report unsafe operating conditions in the work environment				
		3.4	Report hazards which have the potential to be risks				
		3.5	Report emergencies promptly				
4	Resolve problems which could affect health and safety	4.1	Deal with unsafe behaviour in accordance with responsibilities of the job role and workplace procedures				
		4.2	Take steps to deal with conditions that are hazardous to people				
		4.3	Report problems within own area of responsibility in accordance with operational procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand the regulation procedures and requirements for maintaining a healthy and safe working environment for waste management activities	4.4	Refer – to the designated person - health and safety issues that fall outside the responsibility of the job role				
		4.5	Resolve problems within the limits of own responsibility				
		5.1	Describe appropriately the classifications and types of waste				
		5.2	Describe appropriately the potential hazards associated with different wastes				
		5.3	Describe appropriately details of operational procedures and documentation				
		5.4	Describe appropriately operational procedures and why it is important to comply with them				
		5.5	Determine how to identify work-related hazards and risks				
		5.6	Determine how to deal constructively with colleagues and other people and resolve disagreements				
		5.7	Determine how to use personal protective equipment (PPE) in line with operational procedures				
		5.8	Determine the limits of the job responsibility when communicating with others				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
	5.9	Describe appropriately the organisational requirements for personal hygiene					
	5.10	Describe appropriately the importance of good housekeeping					
	5.11	Describe appropriately risk assessments in the work place					
	5.12	Describe appropriately the organisational requirements for reporting risks, hazards and dangerous incidents					
	5.13	Determine the differences between a hazard and a risk					
	5.14	Determine the importance of identifying hazards and how to minimise them					
	5.15	Determine the importance of warning others about risks and ways to do it					
	5.16	Determine the different types of plant equipment and potential risks from it					
	5.17	Describe appropriately hazard warning signs and their purposes					
	6	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: \_\_\_\_\_  
(if sampled)

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

**Unit 28:** **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

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**Unit aim**

This unit is about maintaining the safety of pedestrians and workers from vehicle and mobile plant movements on waste facilities.

**Assessment requirements/evidence requirements**

Please refer to EUSSC Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk).

**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	Control the risk from vehicle and mobile plant movements in line with operational and location-specific procedures	1.1	Direct the vehicle driver to the designated loading or unloading area			
		1.2	Explain the hand signals they will use to users of the site			
		1.3	Give hand signals to the driver to assist with the safe movement and positioning of the vehicle or mobile plant			
		1.4	Ensure drivers of plant, and vehicles and their crews, comply with safe working practice			
		1.5	Check mobile plant and vehicle drivers and their crew use the PPE specified for the site			
		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			
2	Maintain the safety of pedestrians and workers in line with operational and location-specific procedures	2.1	Check and confirm the designated walking areas are clear and safe for use by pedestrians			
		2.2	Check pedestrians do not enter vehicle or plant operating areas unless directed to do so			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3		2.3	Check vehicle crews comply with organisational procedures during vehicle movements on the site				
		2.4	Check pedestrians and visitors to the site are properly authorised and understand and obey the site rules and practices				
		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				
		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				
		3.3	Report infringements of site rules in accordance with site operational procedures				
		3.4	Inform drivers of problems they may encounter during vehicle or mobile plant movements on the site or when leaving the site				
		3.5	Inform drivers of defects that may breach organisational procedures				
		3.6	Record and report defective fixtures, fittings or equipment on the site				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	3.7	Advise plant and vehicle drivers about load security in compliance with organisational and legal requirements	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		
	3.9	Give instructions to vehicle crews, work colleagues, and other pedestrians, on how to move safely around the site	3.10	Report accidents or near-miss incidents witnessed on site in accordance with organisational requirements		
	3.11	Determine how to communicate with drivers and crew members in a way that achieves a positive outcome	4.1	Deal with unsafe behaviour in accordance with responsibilities of the job role and operational procedures		
4	4.2	Refer matters outside the responsibility of the job role to designated personnel	4.3	Cordon off any area on site that becomes dangerous due to site operations, and notify the designated personnel		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand the regulations, procedures and requirements for controlling the risk from vehicle and plant movements on waste management facilities	4.4	Arrange for spillage, from vehicles or plant on the site, to be made safe and cleared up				
		4.5	Resolve problems within the limits of own responsibility				
		5.1	Describe appropriately the classifications and types of waste				
		5.2	Describe appropriately the potential hazards associated with different wastes				
		5.3	Describe appropriately operational procedures and why it is important to comply with them				
		5.4	Determine How to identify work-related hazards and risks				
		5.5	Describe appropriately workplace procedures for the operation of vehicles and mobile plant				
		5.6	Describe appropriate operating procedures for the location of vehicles and mobile plant				
		5.7	Describe appropriately rules and operational procedures for the location				
		5.8	Determine how to recognise vehicle and mobile plant characteristics and turning restrictions				
		5.9	Determine the types of problems which can occur in forward and reverse movements				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date	
	5.10	Determine how to recognise and deal with hazardous substances that may be spilled from vehicles or plant on the site					
	5.11	Determine potential risks that pedestrians are exposed to from vehicle and mobile plant movements					
	5.12	Determine how to prevent pedestrians breaching organisational regulations					
	5.13	Determine how to recognise and respond to incidents that interfere with operations					
	5.14	Determine how to select and use personal protective equipment					
	5.15	Determine how to report non-compliance issues					
	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	6.1	Recognise and act when others need support				
		6.2	Be receptive to new ways of working				

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
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**Unit 29:** **Workplace hazard awareness and control**

**Unit reference number:** D/602/2827

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 40

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**Unit aim**

This unit is all about understanding workplace hazard awareness and control.

**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	Identify, evaluate and minimise hazards in the workplace	1.1	Check and wear PPE identified in the risk assessment, and store in appropriate place when not in use			
		1.2	Pre-inspect the work area, and access to it, to establish and evaluate potential hazards to personal safety before commencement of work activities			
		1.3	Check that steps, slopes and work areas meet the standards and conditions when using plant, equipment and conducting manual handling operations			
		1.4	Check tools, equipment, plant, machinery for defects that present a risk to health and safety to self and others			
		1.5	Carry out tasks in accordance with the organisation's work practices, procedures and legal requirements			
		1.6	Evaluate the risks the likely outcomes of own actions before starting work			
		1.7	Carry out safety check to ensure it is safe to start work and there is no risk of injury to self or others			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Communicate data and information	2.1	Report unsafe and defective PPE to line manager before use				
		2.2	Report health and safety concerns and potential risks in accordance with organisational procedures and practices				
3	Resolve problems that can cause personal harm and injury	3.1	Resolve problems and risks within the limits of own job role responsibility				
		3.2	Report problems and risks outside limits of your own responsibility to resolve to correct person				
4	Work in a manner which underpins effective performance	4.1	Identify and support colleagues when help is required				
		4.2	Take responsibility for resolving problems in your work area				
5	Understand the different sources of waste, the potential hazards and safety requirements	5.1	Describe the classifications and types of waste				
		5.2	Explain the potential hazards associated with different wastes				
		5.3	Describe how to identify work-related hazards and risks				
		5.4	Describe the organisational operational procedures and practices with regard to ensuring the safety of the workplace				
		5.5	Describe how to deal constructively with colleagues and other people and resolve disagreements				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.6 State the types of use of personal protective equipment and clothing needed and why and how they must be used, cleaned and stored			
	5.7 State the limits of the job responsibility when communicating with others			
6 Understand how to identify, evaluate and minimise hazards	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974			
	6.2 Describe the meaning of: <ul style="list-style-type: none"> <li>• hazard</li> <li>• harm</li> <li>• risk</li> <li>• risk assessment</li> <li>• dynamic risk assessment</li> </ul>			
	6.3 State the hazards that are likely to occur in the workplace and the risks those hazards pose			
	6.4 Explain the different types of safety signs and the hazards they are used for			
	6.5 Describe what is meant by safe system of work or method statement			
	6.6 Explain the importance of personal hygiene			
	6.7 Describe why first aid provisions are required			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

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**Unit 30: Maintain effective working relationships during recycling operations**

**Unit reference number:** F/602/1394

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 50

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**Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to maintain effective working relationships during recycling operations.

**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	Communicate with other persons in a manner that meets operational and organisational requirements	1.1	Communicate using a range of methods (eg written, verbal, signal) with: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• persons external to the organisation</li> </ul>			
		1.2	Communicate in a way which promotes productive working relationships that are: <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> </ul>			
		1.3	Ensure that the work to be done is described clearly and is understood before the work starts			
		1.4	Identify any potential difficulties in personal performance in accordance with: <ul style="list-style-type: none"> <li>• working to targets</li> <li>• completing tasks</li> <li>• quality of work</li> </ul>			
		1.5	Inform appropriate persons of potential difficulties promptly			
		1.6	Report instances of unsafe or disruptive behaviour in accordance with operational procedures			
		1.7	Report problems arising within own area of responsibility to the designated person			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to comply with instructions	1.8	Notify matters outside the responsibility of the job role to the designated person				
		1.9	Deal with any conflicts and differences of opinion in ways which minimise offence, and maintain goodwill, trust and respect				
3	Understand how to maintain effective working relationships during recycling operations	2.1	Recognise instructions in a range of formats (eg written, verbal, signal) from: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• persons external to the organisation</li> </ul>				
		2.2	Apply instructions within the limits of own job role and responsibility				
		3.1	Use instructions or get help to do so				
		3.2	Identify the abilities of other team members				
		3.3	Identify potential difficulties				
		3.4	Identify where their work could affect the work of others				
		3.5	Explain when, and how, to ask for help				
		3.6	Explain how to deal with differences of opinion				
		3.7	Use appropriate methods of communication				
		3.8	Identify the limits of own authority				
		3.9	Determine what information or help may be given to other staff				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.10	Determine which information they are permitted to pass on				
	3.11	Identify the person to whom complaints and requests should be passed				

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

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

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

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

## **Unit 31: Control the handover of recyclable materials**

**Unit reference number:** D/602/1080

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to control the handover of recyclable materials.

### **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 operate equipment according to operating requirements and in accordance with approved procedures and practices	1.1	Make sure relevant procedures and practices are followed when making adjustments to equipment				
		1.2	Comply with health and safety and environmental regulations and when adjusting equipment				
		1.3	Follow approved procedures and practices to carry out the handover of recyclable materials, consider: <ul style="list-style-type: none"> <li>• health, safety and environmental protection</li> <li>• the individual and others</li> <li>• the organisation</li> <li>• regulatory and statutory requirements</li> <li>• relevant company policies</li> <li>• risk assessment</li> </ul>				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Communicate accurate and complete information to the recipient of the recyclable material.	2.1 Make sure that the recipient receives information needed to meet and comply with operational and statutory requirements, including: <ul style="list-style-type: none"> <li>• special instructions</li> <li>• problems identified and action taken</li> <li>• health, safety and environmental information</li> <li>• relevant documentation</li> </ul>			
3 Be able to complete the handover of recycling materials in line with operational requirements	2.2 Report and chase up any missing information			
4 Understand how to control the handover of recyclable materials.	3.1 Confirm the handover of materials with recipient			
	3.2 Confirm recipient accepts responsibility materials			
	4.1 Explain the importance of passing on information and the different types of information			
	4.2 Explain the different types of handover documentation and procedures			
	4.3 Describe own responsibilities for providing information			
	4.4 Explain the responsibilities of the recipient for understanding and clarifying information			
	4.5 Describe records are kept and their content			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe who to report to if any documentation is missing			
		4.7	Explain how to pass on the information clearly and concisely			
		4.8	Explain how to confirm that the recipient understands the information			
		4.9	Explain the implications of relevant legislation when controlling the handover of recycling material			

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

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

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

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

## **Unit 32: Sort and prepare recyclable materials for processing**

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

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 50

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to sort and prepare recyclable materials for processing.

### **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	Process materials that conform to the required quality standards	1.1	Recognise materials that are suitable for processing and confirm that they conform to required quality standards			
		1.2	Sort materials in accordance with approved health, safety and environmental protection practices and procedures related to: <ul style="list-style-type: none"> <li>• the individual and others</li> <li>• the organisation</li> <li>• regulatory and statutory requirements</li> <li>• relevant company policies</li> <li>• risk assessment</li> </ul>			
	1.3	Carry out required sorting methods and processing methods using: <ul style="list-style-type: none"> <li>• hand sorting</li> <li>• machine sorting</li> </ul>				

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand the processes and requirement for sorting and preparing knowledge to sort and prepare recyclable materials	1.9	Wear and use appropriate personal protective equipment in accordance with approved policies, procedures and practices				
		1.10	Ensure any incidents during operations are dealt with in accordance with policies, procedures and practices				
		2.1	Describe the different methods of sorting recyclable materials				
		2.2	Describe processes used to recycle materials				
		2.3	Describe own role and responsibilities during processing and sorting work				
		2.4	Describe why materials are suitable and not suitable for recycling and how to deal with superfluous material				
		2.5	State the equipment needed to sort and process materials for recycling and how to prepare, check, maintain and use it				
		2.6	Describe own responsibilities under health and safety				
		2.7	Explain the implications and impact of own work in relation to health and safety legislation and on the environment				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.8	State why it is important to ask for assistance if there is a problem when sorting and preparing materials for recycling				
	2.9	State the range of personal protective equipment required to process and sort materials				

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

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

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

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

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

*(if sampled)*



## **Unit 33: Operate plant for the processing of recyclable materials**

**Unit reference number:** H/602/1078

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 50

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to operate plant for the processing of recyclable materials.

### **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 operate recycling plant in accordance with approved procedures and practices	1.1	Wear and use appropriate personal protective equipment in accordance with approved procedures and practices and health, safety and environmental protection legislation			
		1.2	Follow processing procedures in accordance with approved policies, procedures and practices and health, safety and environmental protection legislation			
		1.3	Confirm that processed materials meet specification			
		1.4	Shut down plant in accordance with approved policies, procedures and practices and health, safety and environmental protection legislation			
		1.5	Refer problems and conditions outside the responsibility of the job holder to an authorised person			
		1.6	Deal with outcomes of the process in accordance with approved policies, procedures and practices and health, safety and environmental protection legislation			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to operate plant safely when processing recyclable materials	1.7	Complete and keep accurate and legible records				
		1.8	Manage hazardous and non-hazardous waste in accordance with approved policies, procedures and practices and health, safety and environmental protection legislation				
		2.1	State the importance of communicating accurate instructions and information to others				
		2.2	Describe the methods of monitoring the recycling process				
		2.3	List the people to inform of circumstances outside own authority to correct				
		2.4	Describe the physical and handling characteristics of recyclable materials and associated hazards				
		2.5	State the requirements for personal protective equipment				
		2.6	Explain emergency shutdown procedures				
		2.7	Describe process operating procedures				
		2.8	Describe record keeping processes				
		2.9	Describe procedures for normal or maintenance shut down				

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

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

**Unit 34: Use and maintain ride-on powered equipment**

**Unit reference number:** H/502/0440

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to use and maintain ride-on powered equipment.

**Assessment requirements/evidence requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**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 set up, use and maintain ride-on powered equipment	1.1	Ensure that the ride-on powered equipment is safe and in good working order				
		1.2	Select and use the correct personal protective clothing and equipment				
		1.3	Set up and use ride-on powered equipment in accordance with the manufacturer's instructions and legal requirement's instructions				
		1.4	Identify any problems with the ride-on powered equipment and take appropriate action				
		1.5	Clean and store the equipment correctly after use				
2	Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements				
		2.2	Carry out work in a manner which minimises environmental damage				
		2.3	Dispose of waste safely and correctly				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to use and maintain ride-on powered equipment	3.1 Describe methods of checking and maintaining the equipment ready for use covering: <ul style="list-style-type: none"> <li>• correct pre-use checks</li> <li>• correct start-up procedure</li> <li>• use appropriate work method</li> <li>• correct stopping procedure</li> <li>• correct post-use maintenance</li> <li>• reporting problems to the appropriate person</li> </ul>			
	3.2 List the main hazards and risks associated with using the ride-on powered equipment and state appropriate action			
	3.3 Explain the importance of operating equipment in line with manufacturers' instructions			
	3.4 Describe the types of problems that may occur with the equipment and how to deal with each of these appropriately			
4 Know the operating principles of powered equipment	4.1 Describe the operating differences between two- and four-stroke engines			
	4.2 Describe the principles of operating lines of drive – clutch, v-belts, chains			
	4.3 Describe the basic differences between a petrol and diesel engine			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know the current health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		5.2	Describe how environmental damage can be minimised			

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

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

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

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

**Unit 35: Use and maintain non-powered and hand-held powered tools and equipment**

**Unit reference number:** K/502/0438

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to use and maintain non-powered tools and equipment and hand-held powered equipment.

**Assessment requirements/evidence requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance..

**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 use and maintain non-powered and hand-held powered tools and equipment	1.1	Ensure that the equipment is safe and in good working order				
		1.2	Select and use the correct personal protective clothing and equipment				
		1.3	Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements				
		1.4	Maintain non-powered and hand-held equipment in accordance with manufacturer's instructions				
		1.5	Identify any problems with the equipment and take appropriate action				
		1.6	Clean and store equipment correctly after use				
2	Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements				
		2.2	Carry out work in a manner which minimises environmental damage				
		2.3	Dispose of waste safely and correctly				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to use and maintain the tools and equipment	3.1	Explain the importance of using equipment in line with manufacturer's instructions			
		3.2	Describe the pre-operational checks and the methods of maintaining the equipment for use			
		3.3	List the main hazards and risks associated with using the equipment			
		3.4	Describe the types of problems that may occur with the equipment and how to deal with each of these correctly			
		3.5	State the types of protective clothing and the reasons why it must be worn			
4	Know the current health and safety legislation and good environmental practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		4.2	Describe how environmental damage can be minimised			

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

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

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

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



## **Unit 36: Use and maintain pedestrian controlled powered equipment**

**Unit reference number:** R/502/0434

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to use and maintain pedestrian controlled powered equipment.

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

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **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 use and maintain pedestrian controlled powered equipment	1.1	Ensure the pedestrian controlled power equipment is safe and in good working order				
		1.2	Use equipment according to manufacturer's instructions and legal regulatory requirements				
		1.3	Clean and store equipment correctly after use				
		1.4	Maintain pedestrian controlled power equipment in accordance with manufacturer's instructions				
		1.5	Select and use the appropriate personal protective clothing and equipment				
		1.6	Identify any problems with the equipment and take the correct action				
2	Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements				
		2.2	Carry out work in a manner which minimises environmental damage				
		2.3	Dispose of waste safely and correctly				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to use and maintain pedestrian controlled powered equipment	3.1	List the main hazards and risks associated with using the pedestrian controlled powered equipment and describe appropriate action			
		3.2	Explain the importance of operating equipment in line with manufacturer's instructions			
		3.3	Describe methods of checking and maintaining the equipment for use covering: <ul style="list-style-type: none"> <li>• correct pre-use checks</li> <li>• correct start-up procedure</li> <li>• use appropriate work method</li> <li>• correct stopping procedure</li> <li>• correct post-use maintenance</li> <li>• reporting problems to the appropriate person</li> </ul>			
4	Know the operating principles of powered equipment	4.1	Explain the operating differences between two- and four-stroke engines			
		4.2	Explain the principles of operating lines of drive – clutch, v-belts, chains			
		4.3	Describe the basic differences between petrol and diesel engines			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know the current health and safety legislation and environmental practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements				
		5.2	Describe how environmental damage can be minimised				
		5.3	Describe the correct methods for disposing of organic and inorganic waste				

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

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

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

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

## Further information

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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 quality and training purposes.

## Useful publications

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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 please go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Professional development and training

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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](http://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

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## 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

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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 qualification 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](http://www.edexcel.com)).



## Annexe C: Assessment requirements/strategy

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### **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 learner's evidence reflects adequate performance of competence 'over time'.
- 3 Ensure the assessment methods in the vocational qualifications reflect requirements for the different types of evidence likely to be generated at appropriate levels in line with regulatory bodies and nations. For example, more use of observation may be appropriate at lower levels but used less in higher levels. Observation will not be the sole method of assessment.
- 4 Be able to make use of assessment carried out in a realistic work environment in (Specified in *Appendix A*) situations where a learner's inexperience might result in danger or seriously compromise other aspects of the organisation and its work.
- 5 Control the use of simulation as supporting evidence for performance in the workplace. This also applies to learners on Programme-led Apprenticeships (does not apply in Scotland).

- 6 Reserve the right to refuse the use of assessment in a realistic work environment or other simulated environment where it considers the rigour and integrity of assessment could be compromised. The centre should be provided with a written explanation.
- 7 Promote the use of high quality witness testimony as a means of value-added and reducing unnecessary bureaucracy in the assessment process. EU Skills provide further details about witness testimony (specified in *Appendix D*).
- 8 Ensure performance evidence is supported by the required knowledge evidence. Assessors should be guided on the use of oral and written assessment to cover fully the area being assessed and to satisfy the reliability of evidence from non-observed sources or witness testimony. The awarding body should provide if appropriate a template specification for assessment questioning. This will offer consistency across centres and flexibility for centres to use questions relevant to their own situations. Where there is industry requirements for external assessment of a specified vocational qualification, EU Skills and the awarding body will work together and agree the appropriate method.
- 9 Supporting the use of other qualifications as valuable contributions to evidence of competence
- 10 Work with other awarding bodies where appropriate (and EU Skills where relevant) to develop materials to enable consistent interpretation of the national occupational standards. For example, question banks, common vocational qualifications, assessment and evidence requirements or other materials with sheets and responses to questions identifying key points or preparing a glossary of terms to support the qualification where appropriate.
- 11 Identify and utilise any appropriate prior leaning and experience which is current as evidence for the qualification.

### **Independent Assessment**

Awarding bodies/organisations will:

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

### **Assessment in a realistic work environment**

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

Awarding bodies/organisations will:

- 13 Provide centres with a specification for a realistic work environment which meets the requirements of this assessment strategy. See *Appendix A*.
- 14 Operate systems which ensure on-site inspection is carried out to confirm the environment meets the specification.
- 15 Ensure the external verification process incorporates ongoing monitoring to ensure the facilities remain compliant with the specification.
- 16 Ensure the external verification process incorporates procedures centres can use to get prior confirmation on the appropriateness of using planned assessment in a realistic work environment.

### **Simulation**

Awarding bodies/organisations will:

- 17 Provide centres with guidance on where simulation can be used. (See *Appendix B*). Guidance on simulation will also be highlighted in the appropriate sector appendix.
- 18 Ensure the external verification process incorporates procedures which centres can use to get prior confirmation on the appropriateness of using a planned simulation outside EU Skills specification (See *Appendix B Simulated Activities for Vocational Qualifications*).

### **Enhanced external quality assurance of assessment**

Awarding bodies/organisations will:

- 19 Use analytical monitoring to provide information on the performance of centres and assessors over time to inform external verification visits and training and development events.
- 20 Carry out a risk assessment of organisations seeking to be approved centres.
- 21 Apply risk assessed quality assurance and control to all approved centres.
- 22 Operate a system for succession planning of its pool of external verifiers.
- 23 Operate a system for monitoring continuing professional development for both newly appointed and existing external verifiers.
- 24 Incorporate standards and relevant industry documentation within the vocational qualification where there is such statutory requirements to be satisfied (eg HSE, OFWAT, OFGEN).
- 25 Operates systems for sharing best practice with and between centres.
- 26 Offer opportunities for centres to contribute to, or keep up to date with, latest developments in qualification matters.
- 27 Operate a system which ensures there is consistency across geographical spread of approved centres.

- 28 Provide feedback, at least annually, to centres and EU Skills on issues related to the national occupational standards and their effectiveness in vocational qualifications.
- 29 Attend and contribute to the EU Skills Awarding Body Forum and E Forum.

## **APPENDIX A**

### **Realistic Work environment (RWE) for Vocational Qualifications**

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

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

- Where demonstration of emergency shutdown and related safety procedures would be dangerous and/or disruptive to plant/environment/individuals; too costly such as total plant shutdown or dealing with spillage of dangerous substances; where issues of confidentiality restrict access to real work opportunities.
- Demonstrating specific aspects of the operation which rarely or never occur because of effective quality assurance systems.
- The capacity to integrate disparate knowledge to cope with unforeseen events and to solve problems.
- Aspects of working relationships and communications where no opportunity has been presented for the use of naturally occurring workplace evidence of learner's performance.

### **Conditions of assessment in a RWE**

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

- 1 Assessments must be carried out under realistic work pressures that are found in the normal industry workplace
- 2 Assessments must be carried out in conditions and facilities which are typical of those encountered in the normal industry workplace
- 3 The range of materials, equipment and tools that learners use must be up to date and be of the type routinely found in the normal industry workplace environments
- 4 All work carried out should be completed in a way, and to a timescale, that is acceptable in the normal industry workplace
- 5 Learners must interact with the range of personnel and contractors found in the normal industry workplace
- 6 Learners must be expected to achieve a volume of work comparable to that expected in the normal work situation being replicated
- 7 Learners must be given workplace responsibilities that will enable them to meet the requirements of the National Occupational Standards
- 8 Learners must show their productivity reflects that found in the work situation being replicated

- 9 The RWE must take into account legislation, regulations, codes of practice, etc, which pertain to the regulated environment
- 10 The RWE must be managed as a real work situation.

## APPENDIX B

### Simulated activities for Vocational Qualifications

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

### Conditions for simulation

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

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

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

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

## APPENDIX C

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

The assessor, independent assessor, internal verifier, external verifier must:	Core Requirements			
	A	IV	EV	IA
Demonstrate a high level of interpersonal and communication skills	*	*	*	
Have up-to-date knowledge of current practice and emerging issues within their industry and be aware there may be differences between the four UK countries	*	*	*	

The assessor, independent assessor, internal verifier, external verifier must:	Core Requirements			
	A	IV	EV	IA
Have a thorough understanding of the National Occupational Standards for the qualifications they are assessing or verifying and be able to interpret them and offer advice on assessment-related matters	*	*	*	
Show experience and working knowledge of the assessment and verification processes relating to the context in which they are working	*	*	*	
Demonstrate relevant, current and credible experience and knowledge with a requirement for evidence of CPD and occupational skills	*	*	*	*
Show they are able to act as an emissary of the awarding body and be able to facilitate consistency across centres			*	

The assessor, independent assessor, internal verifier, external verifier must:	Core Requirements			
	A	IV	EV	IA
<p>Have – or be working towards:</p> <ul style="list-style-type: none"> <li>• being qualified – Assessor or Verifier units plus CPD and operate to A and V standards (A or V Units/D Units)</li> <li>• qualifications/training that has been mapped to A and V Units by awarding bodies.</li> </ul> <p>An employer direct model as an alternative to assessors and verifiers achieving the A and V Units can be used.</p> <p>This model allows employer/alternative training, which is endorsed by the awarding body, to be used as a means of demonstrating assessor and verifier competence.</p> <p>Where this model is used EU Skills would require awarding bodies to have mapped the training against the A and V Unit competences to ensure that there is a direct match.</p> <ul style="list-style-type: none"> <li>• identified any gaps and ensured that alternative evidence to demonstrate full competence is provided</li> <li>• provide written endorsement which indicates acceptance of the training as a direct equivalent to the A and V Units.</li> </ul> <p>Both the letter of endorsement and mapping of the employer/alternative training to the A and V Units will be required and reviewed by EU Skills and will also be reviewed by SQA Accreditation during the awarding body audit activity.</p>	*	*	*	
<p>Demonstrate a commitment to continuing professional development and to keeping abreast of the changing environment and practices in their industry</p>	*	*	*	*

## **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 four 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 be working towards being qualified – Assessor or Verifier units (A or V Units/D Units) or TQFE or TQSE for assessment or verification in Scotland and or the new training and development qualification at present in development	*	*	*		*

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

### 1 ASSESSMENT OF CANDIDATE EVIDENCE

### 2 INDEPENDENT ASSESSMENT

### 3 ENHANCED EXTERNAL QUALITY ASSURANCE OF ASSESSMENT

<b>Waste Management Sector</b>	
Independent assessment	The awarding body will operate a system for sampling specified units at all external verification visits. The units should be determined by perceived risk to the assessment process.
Enhanced external quality assurance of assessment	The awarding body will operate a system which ensures assessors will not assess candidates for whom they have line management responsibility or any unit for which they have been involved in training that candidate (this does not apply to mentoring-type activities). Where a centre cannot meet this requirement, the awarding body can agree 100% external verification for the following unit:  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**

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For information please go to [www.ofqual.gov.uk](http://www.ofqual.gov.uk) to access the document *Operating rules for using the term 'NVQ' in a QCF qualification title*.

