

Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory)

Specification

Competence-based qualification

For first registration June 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory) (QCF)

The QN remains the same.

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

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Summary of Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory) specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	All
Definition of TQT added	4
Definition of sizes of qualifications aligned to TQT	4
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5
TQT value added	5
QCF references removed from unit titles and unit levels in all units	15-93
Guided learning definition updated	11

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

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

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory)

Qualification title	Qualification Number (QN)	Regulation start date	Operational Start date
Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory)	600/1727/2	01/06/2011	01/06/2011

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit reference number, which are listed in this specification.

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

Key features of the Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory)

This qualification:

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

The Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory) has been approved as a component of the Sustainable Resource Management Advanced Apprenticeship framework.

What is the purpose of this qualification?

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

Who is this qualification for?

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

Pearson's policy is that the qualification should:

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

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

The qualification covers a wide range of occupational roles, including managing recyclables and waste at a supervisory level.

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

Potential job roles include:

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

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

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

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

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

Total Qualification Time (TQT)

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

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

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

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

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

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

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

What is the qualification structure for the Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory)?

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

For the Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory) learners must achieve a minimum of 46 credits. TQT 460 hours. Guided Learning Hours: 272 hours.

Mandatory unit credit: all six units must be completed (35 credits).

Optional Group B unit credit: at least two units from Group B (7 credits minimum).

Optional Group C unit credit: at least one unit from Group C (4 credits minimum).

Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory)			
Unit	Mandatory units: all six mandatory units must be taken	Credit	Level
1	Promote sustainability and environmental good practice in the recycling industry	10	3
2	Develop personal performance	3	2
3	Conduct a health and safety risk assessment of the workplace	6	3
4	Set objectives and provide support for team members	5	3
5	Plan, allocate and monitor work of a team	5	3
6	Develop and implement a risk assessment plan in own area of responsibility	6	4
	Optional Group B units: at least two units must be taken (minimum 7 credits)		
7	Monitor and maintain the security of recycling facilities	2	2
8	Contribute to the generation and retention of recycling business	5	3
9	Plan and maintain transport operations for recycling activities	7	3
10	Control maintenance and other engineering operations for recycling activities	9	4
11	Monitor and control the efficient resources for the processing or storage of recyclables and other materials	9	4
12	Manage the collection of recyclables and other materials	7	4
13	Control activities for the processing and storage of recyclables and other materials	5	3

**Pearson Edexcel Level 3 Diploma for Sustainable Recycling Activities (Supervisory)
(continued)**

Unit	Optional Group C units: at least one unit must be taken (minimum 4 credits)	Credit	Level
14	Recruit staff in own area of responsibility	4	5
15	Support learning and development within own area of responsibility	5	4
16	Organise the promotion of additional services or products to customers	7	3
17	Build and maintain effective customer relations	8	4

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

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

Assessment requirements/strategy

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate.
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: **Promote sustainability and environmental good practice in the recycling industry**

Unit reference number: A/602/0891

Level: 3

Credit value: 10

Guided learning hours: 36

Assessment requirements/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand environmental good practice	6.1 State the methods for minimising environmental impact during work, including the storage of waste and how to recognise and resolve pollution incidents 6.2 Describe the suitable choice of materials and equipment given the nature of the work activity, and its potential impact on the environment 6.3 Explain the ways in which tools and materials should be used in order to minimise environmental impact 6.4 Describe the organisational and legislative requirements in terms of minimising environmental impact 6.5 State the types of damage that may occur, the impact this can have on the environment, and the corrective actions to be taken 6.6 Explain how to recognise major incidents and the importance of prompt, accurate reporting 6.7 Describe the limits of your own capabilities with regard to pollution incidents			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Develop personal performance

Unit reference number: T/602/0890

Level: 2

Credit value: 3

Guided learning hours: 30

Assessment requirements/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Conduct a health and safety risk assessment of the workplace

Unit reference number: H/601/6687

Level: 3

Credit value: 6

Guided learning hours: 32

Assessment requirements/evidence requirements

The Pro Skills Assessment Strategy applies to this unit (www.proskills.co.uk/qualifications/vocational-qualifications-approvals).

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 prepare for a workplace risk assessment	1.1 Evaluate the workplace to decide areas for risk assessment 1.2 Select the method of hazard identification appropriate to the workplace being assessed and in line with legal requirements 1.3 List the hazards in a way which meets legal, good practice and workplace requirements 1.4 Recognise own limitations and seek expert advice and guidance on operational controls when appropriate			
2 Be able to identify hazards in the workplace	2.1 Make sure the hazard investigation fully identifies those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur with impact on: a) people in the workplace and b) other people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to conduct a risk assessment of the workplace	3.1 Carry out risk assessment of the hazards identified using appropriate documentation 3.2 Assess the level of risk and how risks can be controlled to minimise harm 3.3 Assess the level of risk, identifying those that could not be eliminated 3.4 Prioritise hazards which could result in serious harm to people at work and other people 3.5 Identify control measures and implement and record them, include actions with expected completion dates 3.6 Identify changes to policies and practices resulting from the risk assessment 3.7 Deliver findings of the risk assessment with actions identified			
4 Be able to review risk assessment	4.1 Instigate a review that compares the latest risk assessment to current workplace and working practices and identify any significant differences between previous and new working practices 4.2 Plan action to be taken resulting from the findings and: a) identify new hazards arising from change b) make changes to the risk assessment to include them c) promptly inform everyone affected by the changes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the employer's responsibility for risk assessments as required by current legislation	5.1 Explain own responsibilities for health and safety as defined by current legislation and: <ul style="list-style-type: none"> a) specific legislation covering own job role b) particular health and safety risks which may affect own job role and precautions required 5.2 Identify resources for the risk assessment to take place and: <ul style="list-style-type: none"> a) how and where to find expert advice and guidance b) the work areas and people for whom the learner is carrying out the risk assessment c) the work activities of the people in the workplace where the learner is carrying out the risk assessment 5.3 Describe the purpose, legal implications and importance of carrying out risk assessments and: <ul style="list-style-type: none"> a) the methods of identifying hazards including direct observation, examining records and conducting interviews b) the workplace hazards most likely to cause harm c) the importance of remaining alert to the presence of hazards in the workplace d) the importance of dealing with or promptly reporting risks 5.4 Apply effective communication methods			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: **Set objectives and provide support for team members**

Unit reference number: M/600/9600

Level: 3

Credit value: 5

Guided learning hours: 35

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Plan, allocate and monitor work of a team

Unit reference number: Y/600/9669

Level: 3

Credit value: 5

Guided learning hours: 25

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to improve the performance of a team	5.1 Identify ways of improving team performance 5.2 Provide constructive feedback to team members to improve their performance 5.3 Implement identified ways of improving team performance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legal requirements and personal responsibilities for health and safety within an organisation	1.1 State the legal requirements that apply to own role in relation to health and safety 1.2 Consult with specialist advisor(s) on health and safety policy and procedures 1.3 Explain an organisation's health and safety responsibilities 1.4 Describe health and safety responsibilities in own area of responsibility			
2	Be able to promote the importance of health and safety practices	2.1 Communicate an organisation's written health and safety policy to individuals within own area of responsibility 2.2 Allocate sufficient resources to deal with health and safety issues in own area of responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to ensure that hazards and risks are identified and managed in own area of responsibility	3.1 Consult with colleagues on health and safety hazards and risks in own area of responsibility 3.2 Assess health and safety hazards and risks in own area of responsibility 3.3 Identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements 3.4 Develop and implement a plan in own area of responsibility			
4 Be able to monitor and review health and safety performance and policy in own area of responsibility	4.1 Establish procedures that monitor health and safety performance in own area of responsibility 4.2 Review the health and safety performance of own area of responsibility 4.3 Review the health and safety policy in own area of responsibility			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Monitor and maintain the security of recycling facilities

Unit reference number: A/602/0518

Level: 2

Credit value: 2

Guided learning hours: 20

Assessment requirements/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to monitor and maintain security on recycling facilities	1.1 Contribute to the development of procedures to monitor and maintain the security of facilities 1.2 Make sure that correct entering and leaving practices are followed in accordance with organisational procedures 1.3 Report suspicious occurrences immediately 1.4 Identify potential breaches of security and report them immediately 1.5 Act on breaches of security in accordance with organisational procedures within the limit of own authority 1.6 Make sure that recyclables and other materials and equipment used for work are safely and securely stored 1.7 Make sure that equipment not stored in a secure place is immobilised 1.8 Make sure that records of consumable resource use are up to date and promptly report excesses or shortages			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Use and communicate data and information	2.1 Maintain effective communication 2.2 Collect data to monitor and evaluate transport movements to improve operational efficiency 2.3 Report environmental incidents promptly and accurately in accordance with approved procedures and practices			
3 Resolve problems that could affect the security of the facility	3.1 Maintain confidentiality 3.2 Resolve routine problems within the responsibility of the job role 3.3 Refer problems and conditions outside the responsibility of the job role to the correct personnel using organisational procedures			
4 Work in a manner which underpins effective performance	4.1 Demonstrate vigilance to potential risks and hazards 4.2 Demonstrate encouragement and support to others			
5 Understand the regulation procedures and requirements for recycling	5.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974 5.2 Explain the safe procedures for handling hazardous materials 5.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored 5.4 Describe organisational accident and incident recording and reporting procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to monitor and maintain the security of facilities for the processing or storage of recyclable materials	6.1 Explain how to recognise suspicious occurrences and who to inform 6.2 Explain how to recognise breaches of security and who to inform 6.3 State the limits of own role and responsibilities in relation to suspicious occurrences and breaches of security 6.4 State the entering and leaving procedures for facility 6.5 Explain what information about the organisation is confidential 6.6 Explain how to immobilise vehicles, machinery and equipment 6.7 Describe the procedures for obtaining equipment and materials 6.8 Describe the formal recording of use of equipment and materials 6.9 Describe the location and security of keys of vehicles and plant 6.10 Explain the procedure for reporting excesses and shortages of consumables			

Learner name: _____

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(if sampled)

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Recognise opportunities to generate customer interest	<p>1.1 Establish the needs of the customers by using a range of personal and desk-based assessments and analysis</p> <p>1.2 Maintain accurate and up-to-date information on the organisation's products and services and communicate this effectively to customers and others within the organisation</p> <p>1.3 Act upon opportunities in order to generate customer interest</p>			
2	Promote recycling services provided by the organisation	<p>2.1 Communicate the features and advantages of the services which are available</p> <p>2.2 Develop both formal and informal proposals to meet customer needs and present them to the relevant people for agreement</p> <p>2.3 Record the customer information and agreed proposals</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Use and communicate data and information	3.1 Encourage customers to give feedback on the recycling activities provided 3.2 Respond positively and constructively to customer feedback 3.3 Evaluate feedback for its importance to and impact on activities 3.4 Communicate feedback accurately and promptly to the correct people 3.5 Take steps for action by referring opportunities to managers or colleagues 3.6 Propose amendments to services which are likely to lead to repeat or new business			
4	Resolve problems that could affect the generation and retention of recycling business	4.1 Resolve routine problems within the responsibility of the job role 4.2 Refer problems and conditions outside the responsibility of the job role to the correct personnel using approved procedures 4.3 Report to the correct personnel any situations that require additional intervention			
5	Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards 5.2 Demonstrate encouragement and support to others			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the regulation procedures and requirements for recycling	<p>6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974</p> <p>6.2 Explain the safe procedures for handling hazardous materials</p> <p>6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored</p> <p>6.4 Describe organisational accident and incident recording and reporting procedures</p>			
7	Understand the generation and retention of recycling services	<p>7.1 Describe the importance of identifying customer needs</p> <p>7.2 Explain how to identify and agree customer needs in order to develop proposals</p> <p>7.3 Explain how to negotiate with, and influence customers</p> <p>7.4 Describe the difference between internal and external customers</p> <p>7.5 Describe the activities available and their features and benefits</p> <p>7.6 Explain how to communicate effectively</p> <p>7.7 Explain how to encourage customers to provide feedback</p> <p>7.8 Explain how to listen effectively</p> <p>7.9 Describe the importance of customer feedback</p>			

Learner name: _____

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(if sampled)

Unit 9: Plan and maintain transport operations for recycling activities

Unit reference number: F/602/0519

Level: 3

Credit value: 7

Guided learning hours: 26

Assessment requirements/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan and maintain transport operations	1.1 Assess and quantify the loads to be moved and ensure that the resources are available 1.2 Organise loads and routes to make optimum use of resources 1.3 Confirm routes and operating schedules with recipients and colleagues 1.4 Use previous experience and data to help the planning process 1.5 Take account of external constraints 1.6 Take into account organisational constraints 1.7 Check plans to make sure they comply with organisational requirements 1.8 Resolve any problems which may arise during the transport operations and prepare contingency plans 1.9 Prepare all documents which are specified as necessary by the organisation 1.10 Resolve problems which arise in transit 1.11 Make sure work activities meet legal, organisational, and recipients' requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Use and communicate data and information	2.1 Maintain effective communication, collect data to monitor and evaluate transport movements to improve operational efficiency 2.2 Report environmental incidents promptly and accurately in accordance with approved procedures and practices 2.3 Report promptly, to the appropriate people, unsound environmental practices 2.4 Maintain records and data accordingly to meet organisational and legal requirements			
3 Resolve problems that could affect transport operations	3.1 Resolve routine problems within the responsibility of the job role 3.2 Refer problems and conditions outside the responsibility of the job role to the appropriate personnel using organisational procedures 3.3 Report to the correct personnel any situations that require additional intervention 3.4 Report pollution incidents to correct people			
4 Work in a manner which underpins effective performance	4.1 Demonstrate vigilance to potential risks and hazards 4.2 Demonstrate encouragement and support to others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the regulation procedures and requirements for recycling	5.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974 5.2 Explain the safe procedures for handling hazardous materials 5.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored 5.4 Describe organisational accident and incident recording and reporting procedures			
6 Understand transport operations for recycling activities	6.1 Describe the legislative requirements in relation to the movement of recyclable materials 6.2 Describe the legislative and organisational requirement regarding agreements and contracts 6.3 Describe the importance of effective planning in the movement of recyclables and other materials 6.4 Explain how to plan to meet the organisation's objectives 6.5 Explain how to identify and resolve problems 6.6 Explain how to communicate effectively 6.7 Describe the types of information needed to evaluate transport efficiency 6.8 Explain different means of gathering information 6.9 Explain how to monitor the transport plan effectively			

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Date: _____

(if sampled)

Unit 10: Control maintenance and other engineering operations for recycling activities

Unit reference number: H/602/0528

Level: 4

Credit value: 9

Guided learning hours: 55

Assessment requirements/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to control maintenance and other engineering operations for recycling activities	1.1 Confirm the maintenance activities that are required to achieve requirements and use the data to draw up the most suitable programme 1.2 Schedule the time and resources available for undertaking the maintenance activities identified 1.3 Produce maintenance schedules capable of meeting all relevant requirements and comply with legislation 1.4 Plan own schedules to meet the requirements of external bodies and equipment manufacturers 1.5 Produce contingency plans which take account of potential difficulties 1.6 Specify and record the maintenance schedule in accordance with organisational procedures 1.7 Implement procedures for test certificates and operator certificates to keep up-to-date 1.8 Ensure those responsible for maintenance and other engineering activities will have the necessary resources available to carry out work to the required standard			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Use and communicate data and information</p>	<p>2.1 Communicate the maintenance schedules to the people involved in implementing them and to others who would be affected by them</p> <p>2.2 Provide clear and accurate instructions to those responsible for maintenance and other engineering activities and check understanding of requirements</p> <p>2.3 Review the frequency, nature and causes of breakdowns regularly and use the information to resolve the problems and prevent failures</p> <p>2.4 Follow organisational procedures for communicating information to other people</p> <p>2.5 Maintain records in accordance with organisational requirements</p> <p>2.6 Check with correct personnel any circumstance where information appears to be incorrect</p>			
<p>3 Resolve problems that could affect maintenance and other operation</p>	<p>3.1 Resolve routine problems within the responsibility of the job role</p> <p>3.2 Refer problems and conditions outside the responsibility of the job role to the correct personnel using organisational procedures</p> <p>3.3 Report to the correct personnel any situations that require additional intervention</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Work in a manner which underpins effective performance	4.1	Demonstrate vigilance to potential risks and hazards		
		4.2	Demonstrate encouragement and support for others		
5	Understand the regulation procedures and requirements for recycling	5.1	Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974		
		5.2	Explain the safe procedures for handling hazardous materials		
		5.3	State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored		
		5.4	Describe organisational accident and incident recording and reporting procedures		
6	Know how to control maintenance and other engineering operations	6.1	Describe the legislation applicable to maintenance and other engineering activities		
		6.2	Describe the maintenance activities required for the plant, systems, equipment, vehicles, buildings and structures for own area of responsibility		
		6.3	Describe the requirements for statutory testing of equipment and operator certificates		
		6.4	Describe the time and resources needed for the required maintenance activities		
		6.5	Describe the factors to be taken into account when scheduling maintenance activities, including any insurance company requirements		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.6 Explain what difficulties might occur when implementing maintenance activities and what should be included in contingency plans</p> <p>6.7 Describe the importance of checking people's understanding of instructions</p> <p>6.8 Describe the technical skills needed for the maintenance and engineering activities carried out on own site, how to check that the people involved have the required skills and what to do in response to a perceived skills deficit</p> <p>6.9 Explain the system for allocating contracts and permits to work and own role and responsibility in relation to these</p> <p>6.10 Describe the terms and conditions of contracts for own area of responsibility, including any insurance policy conditions regarding contract work</p> <p>6.11 Explain the quality assurance systems that are being used for the maintenance and other engineering activities</p> <p>6.12 Describe the organisational procedures and legal requirements for environmental protection and safe working practices</p> <p>6.13 Describe the importance of enforcing procedures for quality, safety and environmental protection and the actions to take in response to deviations from these</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.14 Describe the organisational or site procedures and requirements for reporting faults and initiating repairs</p> <p>6.15 Describe the factors that increase the likelihood of breakdowns and action to take to prevent or reduce these, including the relationship between breakdowns and planned maintenance</p> <p>6.16 Describe the organisational procedures for implementation, control and completion of contracts</p> <p>6.17 Describe the recording systems used for maintenance schedules and records, permits to work and other contract information</p> <p>6.18 Describe the safe handling procedures</p>			

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(if sampled)

Unit 11: Monitor and control the efficient resources for the processing or storage of recyclables and other materials

Unit reference number: J/602/0523

Level: 4

Credit value: 9

Guided learning hours: 33

Assessment requirements/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Recommend the resources needed by the team to meet agreed objectives	1.1 Prepare recommendations for the short and medium term and which take account of developments likely to affect the use of resources 1.2 Make sure resource recommendations are consistent with team and organisational objectives 1.3 Make sure resource recommendations indicate the potential benefits expected from the planned use of resources 1.4 Give other people the opportunity to contribute information on the resources the team needs 1.5 Present recommendations clearly and concisely to team members and other colleagues or managers according to organisational procedures			
2 Monitor and control the use of resources	2.1 Give team members opportunities to take individual responsibility for the efficient use of resources 2.2 Monitor resource use for quality, efficiency and potential impact on the environment 2.3 Monitor resources to maintain consistency in product and service delivery 2.4 Make recommendations to improve the use of resources 2.5 Make sure records relating to the use of resources are complete, accurate, and available to the correct people only			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Resolve problems arising from resource issues	3.1 Modify the use of resources or alter activities when and where problems arise 3.2 Renegotiate the allocation of resources to maintain continuing efficient usage			
4 Use and communicate data and information	4.1 Report environmental incidents promptly and accurately in accordance with procedures and practices 4.2 Report promptly, to the correct people, unsound environmental practices 4.3 Follow organisational procedures for communicating information to other people 4.4 Maintain records in accordance with organisational requirements 4.5 Check with correct personnel any circumstance where information appears to be incorrect			
5 Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards 5.2 Demonstrate encouragement and support to others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the regulation procedures and requirements for recycling	<p>6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974</p> <p>6.2 Explain the safe procedures for handling hazardous materials</p> <p>6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored</p> <p>6.4 Describe organisational accident and incident recording and reporting procedures</p>			
7 Know how to use resources effectively	<p>7.1 Explain how to analyse the use of resources in the past, and use the results to make recommendations on more effective use of resources in the future</p> <p>7.2 Explain how to communicate effectively with team members and other colleagues and line managers on resource management</p> <p>7.3 Explain how to develop and argue an effective case for changes in the management of resources</p> <p>7.4 Explain how to enable people to identify and communicate the resources they need</p> <p>7.5 Describe the team and organisation objectives regarding the use of resources</p> <p>7.6 Describe the procedures for making recommendations on the use of resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 Explain the trends and developments which may influence the future use of resources and how to plan for these 7.8 Describe the importance to the team of effective management of resources 7.9 Describe the principles underpinning the effective and efficient management of resources 7.10 Explain the importance of keeping accurate records 7.11 Explain how to encourage others to take responsibility for the control of resources in their own area of work 7.12 Describe the problems which may occur with resources and how they can be dealt with 7.13 Explain how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of the products and services			

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(if sampled)

Unit 12: Manage the collection of recyclables and other materials

Unit reference number: K/602/0532

Level: 4

Credit value: 7

Guided learning hours: 28

Assessment requirements/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to manage the collection of recyclables and other materials	1.1 Implement procedures to monitor the quantity and quality of materials collected 1.2 Make sure organisational procedures for rejecting recyclables and other materials remain effective 1.3 Make sure recyclables and other materials requiring specific handling are dealt with correctly 1.4 Revise procedures where monitoring data indicates changes or improvements are required 1.5 Monitor the completion and accuracy of documentation relating to the collection process 1.6 Make sure management of records meet organisational and legislative requirements			
2 Control situations that could have a negative impact on the environment	2.1 Make sure systems and procedures are in place and working effectively for operatives to be able to identify potential or actual environmental impacts			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use and communicate data and information	3.1 Report environmental incidents promptly and accurately in accordance with approved procedures and practices 3.2 Report promptly, to the correct people, unsound environmental practices 3.3 Follow operational and organisational procedures for communicating information to other people 3.4 Maintain records in accordance with operational and organisational requirements 3.5 Check with correct personnel any circumstance where information appears to be incorrect			
4 Resolve problems that could affect the collection of recyclables and other materials	4.1 Resolve routine problems within the responsibility of the job role 4.2 Refer problems and conditions outside the responsibility of the job role to the appropriate personnel using organisational procedures 4.3 Report to the correct personnel any situations that require additional intervention			
5 Work in a manner which underpins effective performance	5.1 Demonstrate vigilance to potential risks and hazards 5.2 Demonstrate encouragement and support to others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the regulation procedures and requirements for recycling	6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974 6.2 Explain the safe procedures for handling hazardous materials 6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored 6.4 Describe organisational accident and incident recording and reporting procedures			
7 Know how to manage the collection of recyclables and other materials	7.1 Explain how to apply the legislation that applies to recycling and other materials 7.2 Explain the identification procedures for recyclables and other materials 7.3 Describe the implications of handling recyclables and other materials 7.4 State the emergency procedures 7.5 Describe ways of communicating with personnel			

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(if sampled)

Unit 13: **Control activities for the processing and storage of recyclables and other materials**

Unit reference number: M/602/0533

Level: 3

Credit value: 5

Guided learning hours: 26

Assessment requirements/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Monitor work carried out at the recycling processing or storage site	1.1 Monitor work activities and methods and ensure they are carried out in accordance with organisational procedures and practices 1.2 Establish a programme of work to achieve the standards required for processing or storage operations 1.3 Follow organisational procedures to identify hazards and risks to safety, health and the environment are minimised 1.4 Make sure resources are available and operational to carry out work activities			
2 Control work practices and make sure they are understood and followed	2.1 Communicate programmes of work and operational instructions to all staff 2.2 Make sure personnel comply with site operational procedures 2.3 Make sure that personnel comply with systems of work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use and communicate data and information	3.1 Follow operational and organisational procedures for communicating information to other people 3.2 Maintain records in accordance with operational and organisational requirements 3.3 Inform correct personnel of any circumstance where information is incorrect			
4 Resolve problems that could affect the sorting and storage of recyclable materials	4.1 Resolve day-to-day problems within the responsibility of the job role 4.2 Refer problems and conditions outside the responsibility of the job role to the appropriate personnel using organisational procedures 4.3 Report to the appropriate personnel any situations that require additional intervention			
5 Work in a manner which underpins effective performance	5.1 Show vigilance to potential risks and hazards 5.2 Demonstrate the use of different leadership styles in response to individual circumstances			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the regulation procedures and requirements for recycling	<p>6.1 Describe the main responsibilities of the employer and employee under the Health and Safety at Work Act 1974</p> <p>6.2 Explain the safe procedures for handling hazardous materials</p> <p>6.3 State the types of personal protective equipment and clothing needed and how they must be used, cleaned and stored</p> <p>6.4 Describe organisational accident and incident recording and reporting procedures</p>			
7 Know how to control operations for the processing or storage of recyclables and other materials	<p>7.1 Describe the legislation, regulations and codes of practice applicable to safety, health and environment</p> <p>7.2 Describe the sorts of processing/storage processes suitable for the recyclables and other materials received on site and the use and limitations of these</p> <p>7.3 Describe the handling implications of the recyclables and other materials processed/stored on site</p> <p>7.4 Describe the risks to safety, health and the environment arising from the treatment of recyclables and other materials and the procedures required to minimise and manage risk</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Explain how to communicate operational instructions orally and in writing 7.6 Describe the importance of checking people's understanding of operational instructions and how to do this 7.7 Describe the technical skills needed for the processing/storage operations carried out on site			

Learner name: _____

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(if sampled)

Unit 14: **Recruit staff in own area of responsibility**

Unit reference number: T/600/9663

Level: 5

Credit value: 4

Guided learning hours: 25

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: **Support learning and development within own area of responsibility**

Unit reference number: M/600/9676

Level: 4

Credit value: 5

Guided learning hours: 25

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate learning outcomes and future learning and development of colleagues	4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes 4.2 Support colleagues when updating their personal development plan			

Learner name: _____

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(if sampled)

Unit 16: **Organise the promotion of additional services or products to customers**

Unit reference number: D/601/1231

Level: 3

Credit value: 7

Guided learning hours: 47

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 Offer additional services or products	1.1 Offer additional services or products to customers 1.2 Identify the benefits of offering additional services or products for customers and the organisation 1.3 Explain the features and benefits of additional services or products to customers 1.4 Identify ways of encouraging customers to ask about additional services or products			
2 Organise support to promote use of additional services or products	2.1 Discuss with others ways of promoting additional services or products to customers 2.2 Implement procedures to ensure that customers interested in additional services or products are dealt with promptly 2.3 Promote services or products which will suit customers but which are supplied from outside their own area of the organisation 2.4 Help customers to access services or products which are supplied outside of their own area of the organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Monitor the promotion of additional services or products</p>	<p>3.1 Devise methods to inform customers about additional services or products</p> <p>3.2 Use different methods to inform customers about additional services and products and record successes and failures against each method</p> <p>3.3 Use their record of successes and failures to identify the best approach for offering additional services or products</p> <p>3.4 Share information with others regarding the best approach to take when offering additional services or products to customers</p>			
<p>4 Understand how to organise and promote services or products to customers</p>	<p>4.1 Describe their organisation's procedures and systems for encouraging the use of additional services or products</p> <p>4.2 Explain how the use of additional services or products will benefit their customers</p> <p>4.3 Describe the main factors that influence customers to use their services or products</p> <p>4.4 Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products</p> <p>4.5 Describe how to give appropriate, balanced information to customers about services or products</p>			

Learner name: _____

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(if sampled)

Unit 17: **Build and maintain effective customer relations**

Unit reference number: L/601/1239

Level: 4

Credit value: 8

Guided learning hours: 53

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish effective customer relations	1.1 Identify the types of customers with whom they should build longer term customer relations and promote loyalty 1.2 Communicate with these customers so that they know they are important to the organisation 1.3 Explain their role, the purpose of making contact and the mutual benefits of building a longer term relationship 1.4 Make it clear that they welcome two-way communication about customer expectations			
2 Maintain and develop effective customer relations	2.1 Keep customers informed and accept criticism from customers openly and constructively 2.2 Regularly assess whether customer expectations are being consistently met 2.3 Use their influence and authority in their own organisation to ensure that customer needs are being met and, where possible, exceeded 2.4 Collect feedback from customers and staff to ensure that solutions are being provided that result in customer satisfaction 2.5 Analyse customer relations and propose changes that will develop longer term loyalty to people with authority in their organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand how to build and maintain customer relations</p>	<p>3.1 Identify and prioritise types of customers with whom they should be building a longer term relationship</p> <p>3.2 Describe the most appropriate method of establishing relationships with customers targeted for longer term relationships</p> <p>3.3 Explain the importance of effective communication skills when dealing with customers</p> <p>3.4 Explain how to explore and agree with customers the mutual benefits of maintaining and developing a longer term relationship</p> <p>3.5 Explain how to communicate with customers, especially when they are dissatisfied with products and services</p> <p>3.6 Explain how to negotiate with customers in a way that balances customer expectations with the expectations of their own organisation</p> <p>3.7 Describe the types of compromises that would be acceptable to their organisation when meeting customer expectations</p> <p>3.8 Explain how to use their influence and authority in their organisation to meet or exceed customer expectations</p> <p>3.9 Describe methods of monitoring customer satisfaction appropriate to their level of authority in the organisation</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

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

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

How to obtain National Occupational Standards

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

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

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

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

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

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

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

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

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

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

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

Annexe B: Centre certification and registration

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

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

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

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

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

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

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

Annexe C: Assessment requirements/strategy

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

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

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

Principles for assessment of evidence

Awarding bodies/organisations should:

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

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

Independent Assessment

Awarding bodies/organisations will:

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

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

Awarding bodies/organisations will:

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

Simulation

Awarding bodies/organisations will:

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

Enhanced external quality assurance of assessment

Awarding bodies/organisations will:

- 19 Use analytical monitoring to provide information on the performance of centres and assessors over time to inform external verification visits and training and development events.
- 20 Carry out a risk assessment of organisations seeking to be approved centres.
- 21 Apply risk assessed quality assurance and control to all approved centres.
- 22 Operate a system for succession planning of its pool of external verifiers.
- 23 Operate a system for monitoring continuing professional development for both newly appointed and existing external verifiers.

- 24 Incorporate standards and relevant industry documentation within the vocational qualification where there is such statutory requirements to be satisfied (eg HSE, OFWAT, OFGEN).
- 25 Operates systems for sharing best practice with and between centres.
- 26 Offer opportunities for centres to contribute to, or keep up-to-date with, latest developments in qualification matters.
- 27 Operate a system which ensures there is consistency across geographical spread of approved centres.
- 28 Provide feedback, at least annually, to centres and EU Skills on issues related to the national occupational standards and their effectiveness in vocational qualifications.
- 29 Attend and contribute to the EU Skills Awarding Body Forum and E Forum.

APPENDIX A

Realistic Work environment (RWE) for Vocational Qualifications

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

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

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

Conditions of assessment in a RWE

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

- 1 Assessments must be carried out under realistic work pressures that are found in the normal industry workplace
- 2 Assessments must be carried out in conditions and facilities which are typical of those encountered in the normal industry workplace
- 3 The range of materials, equipment and tools that learners use must be up-to-date and be of the type routinely found in the normal industry workplace environments
- 4 All work carried out should be completed in a way, and to a timescale, that is acceptable in the normal industry workplace
- 5 Learners must interact with the range of personnel and contractors found in the normal industry workplace

- 6 Learners must be expected to achieve a volume of work comparable to that expected in the normal work situation being replicated
- 7 Learners must be given workplace responsibilities that will enable them to meet the requirements of the national occupational standards
- 8 Learners must show their productivity reflects that found in the work situation being replicated
- 9 The RWE must take into account legislation, regulations, codes of practice, etc, which pertain to the regulated environment
- 10 The RWE must be managed as a real work situation.

APPENDIX B

Simulated activities for Vocational Qualifications

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

Conditions for simulation

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

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

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

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

APPENDIX C

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

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

The assessor, independent assessor, internal verifier, external verifier must:	Core requirements			
	A	IV	EV	IA
<p>Have – or be working towards:</p> <ul style="list-style-type: none"> being qualified – Assessor or Verifier units plus CPD and operate to A and V standards (A or V Units/D Units) qualifications/training that has been mapped to A and V Units by awarding bodies. <p>An employer direct model as an alternative to assessors and verifiers achieving the A and V Units can be used.</p> <p>This model allows employer/alternative training, which is endorsed by the awarding body, to be used as a means of demonstrating assessor and verifier competence.</p> <p>Where this model is used EU Skills would require awarding bodies to have mapped the training against the A and V Unit competences to ensure that there is a direct match.</p> <ul style="list-style-type: none"> identified any gaps and ensured that alternative evidence to demonstrate full competence is provided. provide written endorsement which indicates acceptance of the training as a direct equivalent to the A and V Units. <p>Both the letter of endorsement and mapping of the employer/alternative training to the A and V Units will be required and reviewed by EU Skills and will also be reviewed by SQA Accreditation during the awarding body audit activity.</p>	*	*	*	
<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 4 UK countries	*	*	*		*
Have a thorough understanding of the national occupational standards for the qualifications they are assessing or verifying and be able to interpret them and offer advice on assessment-related matters	*	*	*		*
Show experience and working knowledge of the assessment and verification processes relating to the context in which they are working	*	*	*	*	*
Demonstrate they have relevant and credible technical and/or industrial experience not more than 5 years old – at a level relevant to their role and the award	*		*	*	*
Show they are able to act as an emissary of the awarding body and be able to facilitate consistency across centres			*		*
Have – or working towards being qualified – Assessor or Verifier units (A or V Units/D Units) or TQFE or TQSE for assessment or verification in Scotland and or the new training and development qualification at present in development	*	*	*		*

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

1. ASSESSMENT OF CANDIDATE EVIDENCE

2. INDEPENDENT ASSESSMENT

3. ENHANCED EXTERNAL QUALITY ASSURANCE OF ASSESSMENT

Waste

Management Sector

Independent assessment

The awarding body will operate a system for sampling specified units at all external verification visits. The units should be determined by perceived risk to the assessment process.

Enhanced external quality assurance of assessment

The awarding body will operate a system which ensures assessors will not assess candidates for whom they have line management responsibility or any unit for which they have been involved in training that candidate (this does not apply to mentoring-type activities) Where a centre cannot meet this requirement, the awarding body can agree 100% external verification for the following units:

- ensure health and safety requirements are met in your area of responsibility.

Recycling

The awarding body must provide guidance to accompany each of the units 'Managing a budget' which ensures candidates who have previously achieved units 'Conduct an assessment of risks' (Unit G ENTO) and 'Ensure health and safety requirements are met in your area of responsibility' (MSC E6) within a lower level NVQ/SVQ demonstrate continuing competence at the higher level 7.

Realistic Work Environment Permitted Assessment

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

Waste Management

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

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

Simulated Environment Permitted Assessment

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

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