

# **Pearson Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection)**

## **Specification**

Competence-based qualification

First teaching from July 2011

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection) (QCF)

The QN remains the same'

*References to third party material made in this specification are made in good faith. We do 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 Pearson Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection) specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 2
TQT value added	Page 6
Guided learning definition updated	Page 11
QCF references removed from unit titles and unit levels in all units	Page 12-118

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



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# Introducing Pearson Edexcel NVQ/Competence-based qualifications

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## **What are NVQ/Competence-based qualifications?**

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National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

## **Sizes of NVQ/Competence-based qualifications**

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

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

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

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).



## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection).

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection)	600/2136/6	01/07/2011

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 reference number, which is 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 2 Certificate for Sustainable Waste Management Operative (Waste Collection).

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This qualification:

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

The Pearson Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection) has been approved as components of the Sustainable Resource Management Intermediate Level 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 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 and associated apprenticeship framework contribute to the development of a sustainable workforce for the UK waste management and recycling industries.

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

Potential job roles include:

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

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

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

Learners can progress to occupational roles or continue to work as competent operatives in the collection, transport, treatment and final management of waste and recyclables. For further information on careers in the waste management industry please go to: [www.euskills.co.uk/careers](http://www.euskills.co.uk/careers).

# What is the qualification structure for the Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection)?

The Total Qualification Time (TQT) for this qualification is 330.

The Guided Learning Hours (GLH) for this qualification is 267.

For the Pearson Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection) learners must complete all the mandatory units (which total 27 credits), plus at least three other units from the optional groups. Learners may take a maximum of one unit from optional group B1 and remaining units from optional group B2. The minimum total credit for the qualification is 33.

<b>Pearson Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection)</b>			
<b>Unit</b>	<b>Mandatory units</b>	<b>Credit</b>	<b>Level</b>
1	Comply with emergency procedures on waste management activities	3	2
2	Contribute to the sustainability, maintenance and preservation of the environment	2	2
3	Maintain a healthy and safe working environment for waste management activities	6	2
4	Conforming to productive working practices in the Workplace	3	2
5	Working with other people	2	1
6	Work with others to improve customer service	8	3
7	Manual collection of waste	1	3
<b>Unit</b>	<b>Optional units – B1</b>	<b>Credit</b>	<b>Level</b>
	<b>Learners may take a maximum of one unit from this group</b>		
16	Unloading a non-hazardous waste transport vehicle	3	2
17	Unloading a hazardous waste transport vehicle	7	2
18	Unloading an inert waste transport vehicle	3	3

<b>Unit</b>	<b>Optional units – B2</b>	<b>Credit</b>	<b>Level</b>
	<b>If no unit from B1 is chosen, learners must select a minimum of three units from this group. If learners select a unit from B1 then they must select a minimum of two units from this group.</b>		
8	Operate equipment to install, remove and replace containers for waste	2	1
9	Validation of waste	5	2
10	Mechanically handle waste	3	1
11	Control the risk from vehicle and plant movements on waste management facilities	9	2
12	Support safety around waste collection vehicles	2	1
13	Acceptance of waste	7	2
14	Manage own professional development within an organisation	4	3
15	Manual handling, lifting and moving of loads in a waste environment	2	1
49	General duties on waste facilities	4	1

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## How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

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

### Assessment requirements/strategy

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 includes details on:

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

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

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information 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](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## 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

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

## What resources are required?

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



# Unit format

Each unit in this specification contains the following sections.

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

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# Units



**Unit 1:** **Comply with emergency procedures on waste management activities**

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Minimise the effect of an emergency	3.1 Check that their actions taken during an emergency reflect the seriousness of the situation but do not cause panic to other people. 3.2 Take action to minimise any environmental damage that may occur through spillage or release of hazardous substances in accordance with workplace procedures. 3.3 Use emergency first aid equipment and other emergency equipment in accordance with workplace procedures. 3.4 Ensure their response to emergencies minimises the risk to their and others' personal safety and minimises damage to equipment and resources.			
4 Use and communicate data and information	4.1 Notify the designated person promptly when raising an alarm. 4.2 Report unsafe equipment and hazardous locations that have the potential to cause an accident. 4.3 Report situations which emerge from visual inspections or monitoring data which have the potential to pose risks to people. 4.4 Report high risk hazards which are outside the responsibility of their job role to the designated personnel. 4.5 Record the details of an accident they witness or in which they are involved in accordance with organisational procedures.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Report problems that could affect compliance with emergency procedures	5.1 Deal with unsafe behaviour in accordance with responsibilities of their job role and workplace procedures. 5.2 Report day-to-day problems within their own area of responsibility. 5.3 Refer matters outside the responsibility of their job role to designated personnel. 5.4 Resolve problems within the limits of own responsibility.			
6 Understand specific regulation procedures for complying with emergency procedures on waste management activities	6.1 Describe appropriately emergency operational procedures and why it is important to comply with them. 6.2 Determine the potential hazards associated with different wastes. 6.3 Determine how to identify work-related hazards and risks. 6.4 Describe appropriately the procedures for extinguishing, containing and dispersing fires. 6.5 Describe appropriately the organisational procedures for reporting accidents, incidents and dangerous occurrences. 6.6 Explain what constitutes an emergency situation.			

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

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

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

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

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

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

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

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

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

*(if sampled)*





**Unit 2:** **Contribute to the sustainability, maintenance and preservation of the environment**

**Unit reference number:** T/602/1389

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 4

**Assessment requirements/evidence requirements**

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk) (Annexe C).

**Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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

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

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

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

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

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

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

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

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

*(if sampled)*

**Unit 3:** **Maintain a healthy and safe working environment for waste management activities**

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

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 60

**Assessment requirements/evidence requirements**

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://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 Maintain personal hygiene	1.1 Maintain personal standards of hygiene in accordance with organisational requirements. 1.2 Select and use the designated personal protective equipment (PPE) in accordance with operational procedures and legislation. 1.3 Use approved safe working and hygiene methods and techniques when carrying out work activities. 1.4 Check work areas are kept clean and tidy and contribute to maintaining them in a suitable condition.			
2 Comply with safety procedures at the work site	2.1 Follow safe working procedures and practices in accordance with organisational requirements. 2.2 Carry out work routines in accordance with organisational procedures. 2.3 Check risk assessments are in place for all aspects of own work, prior to commencing operations, and ensure their requirements are complied with. 2.4 Keep to specified walkways in the work place. 2.5 Give warnings to people who might be at risk from hazardous conditions. 2.6 Comply with the organisation's requirements for lone working situations.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use and communicate data and information in line with operational procedures	3.1 Report unsafe materials, plant and equipment. 3.2 Report unsafe locations to the designated person. 3.3 Report unsafe operating conditions in the work environment. 3.4 Report hazards which have the potential to be risks. 3.5 Report emergencies promptly.			
4 Resolve problems which could affect health and safety	4.1 Deal with unsafe behaviour in accordance with responsibilities of the job role and workplace procedures. 4.2 Take steps to deal with conditions that are hazardous to people. 4.3 Report problems within own area of responsibility in accordance with operational procedures. 4.4 Refer – to the designated person - health and safety issues that fall outside the responsibility of the job role. 4.5 Resolve problems within the limits of own responsibility.			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the regulation procedures and requirements for maintaining a healthy and safe working environment for waste management activities	5.1 Describe appropriately the classifications and types of waste. 5.2 Describe appropriately the potential hazards associated with different wastes. 5.3 Describe appropriately details of operational procedures and documentation. 5.4 Describe appropriately operational procedures and why it is important to comply with them. 5.5 Determine how to identify work-related hazards and risks. 5.6 Determine how to deal constructively with colleagues and other people and resolve disagreements. 5.7 Determine how to use personal protective equipment (PPE) in line with operational procedures. 5.8 Determine the limits of the job responsibility when communicating with others. 5.9 Describe appropriately the organisational requirements for personal hygiene. 5.10 Describe appropriately the importance of good housekeeping. 5.11 Describe appropriately Risk Assessments in the work place.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.12 Describe appropriately the organisational requirements for reporting risks, hazards and dangerous incidents. 5.13 Determine the differences between a hazard and a risk. 5.14 Determine the importance of identifying hazards and how to minimise them. 5.15 Determine the importance of warning others about risks and ways to do it. 5.16 Determine the different types of plant equipment and potential risks from it. 5.17 Describe appropriately hazard warning signs and their purposes.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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

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

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

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

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**Unit 4: Conforming to productive working practices in the workplace**

**Unit reference number:** J/503/1169

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 10

**Assessment requirements/evidence requirements**

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

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

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

Workplace evidence of skills cannot be simulated.

## Learning outcomes and assessment criteria

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

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

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

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## **Unit 5: Working with other people**

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

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://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 Agree individual work activities when working with others	1.1 Agree the division of work with others before beginning work. 1.2 Plan the best way to carry out the work to performance requirements. 1.3 Confirm the working methods that will be used to comply with operational requirements.			
2 Complete work activities with others	2.1 Carry out and complete work activities within performance requirements. 2.2 Check with other people for any difficulties which arise from carrying out the work. 2.3 Prevent disagreements between people from disrupting work.			
3 Use and communicate data and information	3.1 Complete work documentation in accordance with operational requirements. 3.2 Provide colleagues with information to enable them to undertake work in accordance with operational requirements. 3.3 Obtain, and communicate to colleagues, information that is needed to enable tasks to be undertaken effectively and safely.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Resolve problems which could affect working with others	4.1 Notify the designated person when work is likely to be completed later than a pre-agreed schedule. 4.2 Report instances of unsafe or disruptive behaviour in accordance with operational procedures. 4.3 Report problems arising within own area of responsibility to the designated person. 4.4 Notify matters outside the responsibility of the job role to the designated person. 4.5 Resolve problems within the limits of own responsibility.			
5 Understand the regulation procedures and requirements for working with other people	5.1 Determine how to identify work-related hazards and risks. 5.2 Determine how to deal constructively with colleagues and other people and resolve disagreements. 5.3 Determine the impact on self and others of not wearing appropriate Personal Protective Equipment (PPE). 5.4 Describe appropriately how to develop productive working relationships with colleagues. 5.5 Determine the nature of other people's work. 5.6 Describe appropriately how each person's work affects each other. 5.7 Describe appropriately how to resolve misunderstandings.			

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

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*(if sampled)*

## **Unit 6: Work with others to improve customer service**

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

**Level:** 3

**Credit value:** 8

**Guided learning hours:** 53

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

Please refer to the CfA Customer Service Assessment Strategy at [www.cfa.uk.com](http://www.cfa.uk.com).

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

- d using text messages
- e by e-mail
- f using the internet (including social networking)
- g using an intranet.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Improve customer service by working with others	1.1 Contribute constructive ideas for improving customer service. 1.2 Identify what they have to do to improve customer service and confirm this with others. 1.3 Agree with others what they have to do to improve customer service. 1.4 Co-operate with others to improve customer service. 1.5 Keep their commitments made to others. 1.6 Make others aware of anything that may affect plans to improve customer service.			
2 Monitor their own performance when improving customer service	2.1 Discuss with others how what they do affects customer service performance. 2.2 Identify how the way they work with others contributes towards improving customer service.			
3 Monitor team performance when improving customer service	3.1 Discuss with others how teamwork affects customer service performance. 3.2 Work with others to collect information on team customer service performance. 3.3 Identify with others how customer service teamwork could be improved. 3.4 Take action with others to improve customer service performance.			

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

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## **Unit 7: Manual collection of waste**

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

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 30

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the processes, procedures and requirements for manual collection of waste	5.1 Describe appropriately the classifications and types of waste. 5.2 Describe appropriately the potential hazards associated with different wastes. 5.3 Describe appropriately details of operational procedures and documentation. 5.4 Describe appropriately operational procedures and why it is important to comply with them when collecting waste manually. 5.5 Determine how to identify work-related hazards and risks when collecting waste. 5.6 Describe how to use personal protective equipment (PPE) in line with operational procedures for manual waste collection. 5.7 Describe appropriately Waste collection processes relevant to the organisation. 5.8 Describe appropriately the safe working areas and hazards associated with loading waste. 5.9 Describe appropriately the characteristics of different types of collection receptacle and how to handle them. 5.10 Describe appropriately the reasons for rejecting waste.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.11 Describe appropriately Information required for the completion of organisational documentation. 5.12 Determine how to deal with non-conforming waste. 5.13 Determine how to avoid the risk of injury and disease during waste collection activities. 5.14 Determine how to minimise the risk of harm to oneself and the environment. 5.15 Determine how to deal with hazardous waste.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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**Unit 8: Operate equipment to install, remove and replace containers for waste**

**Unit reference number:** A/602/1068

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

**Assessment requirements/evidence requirements**

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk) (Annexe C).

**Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Select and install containers for waste in line with operational procedures</p>	<p>1.1 Select containers which are suitable for the intended purpose.</p> <p>1.2 Prepare containers for use.</p> <p>1.3 Select and use personal protective equipment (PPE) in line with operational procedures.</p> <p>1.4 Check handling equipment is fit for purpose and safe to use.</p> <p>1.5 Load and unload containers to and from vehicles.</p> <p>1.6 Install and position containers.</p>			
<p>2 Remove and replace containers for waste in line with operational procedures</p>	<p>2.1 Ensure the containers are safely accessible.</p> <p>2.2 Use the designated personal protective equipment (PPE).</p> <p>2.3 Check handling equipment is fit for purpose and safe to use.</p> <p>2.4 Remove containers and load them safely onto a suitable vehicle.</p> <p>2.5 Check that containers are stored in line with operational procedures.</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Use and communicate data and information relating to installing, removing and replacing containers for waste</p>	<p>3.1 Ensure data is used and communicated as detailed in operational procedures</p> <p>3.2 Check that documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies.</p> <p>3.3 Complete documentation in accordance with operational procedures.</p> <p>3.4 Record out of specification, misused or damaged containers in accordance with operational procedures.</p>			
<p>4 Resolve problems which arise from installing, removing and replacing containers for waste</p>	<p>4.1 Make arrangements for clearing blockages to access for delivering or removing containers.</p> <p>4.2 Arrange for out of specification, misused or damaged containers to be removed from service in accordance with operational procedures.</p> <p>4.3 Report promptly situations where security at premises does not comply with organisational expectations or requirements.</p> <p>4.4 Report defective equipment to the designated person.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Report discrepancies in the information being used when installing and removing containers to the designated person.</p> <p>4.6 Report incidents, accidents, and near-misses in accordance with operational procedures.</p> <p>4.7 Recognise and record defects.</p> <p>4.8 Identify the nature of defects and methods to deal with them.</p> <p>4.9 Deal with incidents, accidents, and near misses.</p> <p>4.10 Resolve problems within own area of responsibility.</p>			
<p>5 Understand the regulations, procedures and requirements for installing, removing and replacing containers for waste</p>	<p>5.1 Describe appropriately the potential hazards associated with different wastes.</p> <p>5.2 Describe appropriately operational procedures and why it is important to comply with them.</p> <p>5.3 Determine how to identify work-related hazards and risks.</p> <p>5.4 Describe appropriately safe loading and unloading procedures</p> <p>5.5 Describe appropriately load restraint techniques</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.6 Determine how to identify containers for waste. 5.7 Determine how to select containers suitable for requirements. 5.8 Describe appropriately the nature and characteristics of containers for waste. 5.9 Determine how to deal with poor labelling or identification of containers for waste. 5.10 Determine how to prepare containers for waste for use. 5.11 Determine how to operate handling equipment safely.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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## **Unit 9: Validation of waste**

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

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 7

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

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk) (Annexe C).

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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

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## **Unit 10: Mechanically handle waste**

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

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 30

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

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk) (Annexe C).

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare to use mechanical handling equipment to load, move, and unload waste</p>	<p>1.1 Select and use the designated personal protective equipment (PPE) in compliance with operational requirements.</p> <p>1.2 Undertake daily checks and confirm the mechanical handling equipment and its attachments and accessories are working in accordance with operational and manufacturer’s procedures.</p> <p>1.3 Check all required certification is in date for the piece of equipment to be used.</p> <p>1.4 Check that risk assessments have been completed before operations are started.</p> <p>1.5 Confirm the machine complies with legal requirements where it is used on the public highway.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Load, move and unload waste using mechanical handling equipment	2.1 Operate machinery in accordance with work instructions and organisational procedures. 2.2 Ensure data is used and communicated as detailed in operational procedures 2.3 Make sure the machine is operated within its safe working limit. 2.4 Operate mechanical handling equipment in a manner which minimises the potential for damage to colleagues, pedestrians, and other vehicles. 2.5 Keep the working area clean, tidy, and in a safe condition. 2.6 Comply with operational procedures and documents when handling waste. 2.7 Check and confirm the equipment to be used is suitable for the characteristics of the waste. 2.8 Make sure that the waste is handled in a safe manner. 2.9 Make sure the load being handled is stable at all times.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Make sure the work area is free from obstructions at all times during operations. 2.11 Monitor the work environment continuously to minimise risk			
3 Use and communicate data and information	3.1 Provide information to others to complete all documentation associated with the handling of the load. 3.2 Report situations where waste does not comply with documentation. 3.3 Report defects on equipment, and in the work area, when handling waste.			
4 Resolve problems which arise from mechanically handling waste	4.1 Deal with emergencies and spillages in line with operational procedures. 4.2 Rectify and resolve any discrepancies between the paperwork and the waste before it is loaded or unloaded. 4.3 Check defects in the specialist handling equipment are rectified before using it. 4.4 Take steps immediately in accordance with operational procedures to ensure unsafe conditions are dealt with.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Advise colleagues or managers of situations which require their attention.</p> <p>4.6 Report situations which are outside the job role responsibilities in line with organisational procedures.</p> <p>4.7 Resolve problems within own area of responsibility.</p>			
<p>5 Understand the regulations, procedures and requirements for mechanically handling waste</p>	<p>5.1 Describe appropriately the potential hazards associated with different wastes.</p> <p>5.2 Describe appropriately operational procedures and why it is important to comply with them.</p> <p>5.3 Determine how to identify work-related hazards and risks.</p> <p>5.4 Describe appropriately the techniques for handling loads.</p> <p>5.5 Describe appropriately the legal requirements for operating machines on the public highway.</p> <p>5.6 Explain the process for ensuring that risk assessments are in place.</p> <p>5.7 Determine the physical and handling characteristics of wastes and containers.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.8 Determine how adverse conditions can affect the handling of loads. 5.9 Determine how to work in a manner which minimises the potential for damage to buildings and vehicles. 5.10 Determine how to work in a manner that minimises the risk of injury to colleagues and pedestrians. 5.11 Determine how to recognise and prevent distortion or movement of stored waste whilst picking up and placing loads.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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**Unit 11:** **Control the risk from vehicle and plant movements on waste management facilities**

**Unit reference number:** F/602/1069

**Level:** 2

**Credit value:** 9

**Guided learning hours:** 35

**Assessment requirements/evidence requirements**

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk) (Annexe C).

**Assessment methodology**

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

## Learning outcomes and assessment criteria

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



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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.5 Describe appropriately workplace procedures for the operation of vehicles and mobile plant.</p> <p>5.6 Describe appropriately operating procedures for the location of vehicles and mobile plant.</p> <p>5.7 Describe appropriately rules and operational procedures for the location.</p> <p>5.8 Determine how to recognise vehicle and mobile plant characteristics and turning restrictions.</p> <p>5.9 Determine the types of problems which can occur in forward and reverse movements.</p> <p>5.10 Determine how to recognise and deal with hazardous substances that may be spilled from vehicles or plant on the site.</p> <p>5.11 Determine potential risks that pedestrians are exposed to from vehicle and mobile plant movements.</p> <p>5.12 Determine how to prevent pedestrians breaching organisational regulations.</p> <p>5.13 Determine how to recognise and respond to incidents that interfere with operations.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.14 Determine how to select and use personal protective equipment. 5.15 Determine how to report non-compliance issues. 5.16 Determine how to ensure the safety of road users when manoeuvring vehicles onto public roads. 5.17 Be receptive to new ways of working.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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## **Unit 12: Support safety around waste collection vehicles**

**Unit reference number:** H/602/1372

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk) (Annexe C).

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Support safe operations of the waste collection vehicle</p>	<p>1.1 Select and use the designated PPE before starting operations in accordance with the operational requirements.</p> <p>1.2 Check and test the vehicle safety systems on a daily basis before starting work.</p> <p>1.3 Help to rectify faults which are caused by malfunctioning systems, obscured safety features and illegible notices and signs.</p> <p>1.4 Check that safety and amenity equipment carried on the vehicle is in place and suitable for use.</p> <p>1.5 Replenish missing health, safety or welfare consumables and PPE needed for the proper operation of the vehicle and safety of the crew.</p> <p>1.6 Clean and reset dirty or obscured safety signs, mirrors, observational devices or operating information notices on the vehicle.</p>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Keep people safe from waste collection vehicle movements	<p>2.1 Give clear hand signals to assist the driver when the vehicle is being manoeuvred.</p> <p>2.2 Minimise inconvenience to other road users by checking and confirming their whereabouts when the waste collection vehicle is manoeuvring on a public highway.</p> <p>2.3 Take steps to ensure pedestrians and other road users are at a safe distance from the vehicle when it is manoeuvring or when its mechanisms are operating.</p> <p>2.4 Be responsible for the security of the vehicle when on operations in the absence of the driver.</p>			
3	Use and communicate data and information	<p>3.1 Use the work documents provided to ensure any information needed for the work is not missed.</p>			
4	Resolve problems which arise from vehicle safety	<p>4.1 Inform the driver immediately if a fault is found in the vehicle safety systems.</p> <p>4.2 Reset any emergency stops on the vehicle when it is safe to do so.</p> <p>4.3 Report to the designated person - on a daily basis - situations encountered on operational duty which are uncontrolled or inappropriately controlled.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Report situations where personnel or vehicle safety is compromised in accordance with operational procedures.</p> <p>4.5 Report defective equipment promptly to the driver or designated person in the driver's absence.</p> <p>4.6 Resolve problems within own area of responsibility.</p>			
<p>5 Understand the regulations, procedures and requirements for supporting safety around waste collection vehicles</p>	<p>5.1 Determine the potential hazards associated with different wastes.</p> <p>5.2 Determine operational procedures and why it is important to comply with them.</p> <p>5.3 Determine how to identify work-related hazards and risks.</p> <p>5.4 Describe appropriately the purpose and normal operation of vehicle safety systems.</p> <p>5.5 Describe appropriately the importance of vehicle and safety checks.</p> <p>5.6 Determine how to recognise faults in lighting systems, warning systems, notices and signs.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.7 Determine hand signals to use in order to communicate with the driver.</p> <p>5.8 Determine manoeuvring capabilities of the vehicle in forward and reverse.</p> <p>5.9 Determine the driver's field of vision from the driving seat.</p> <p>5.10 Determine the rights of way on the road.</p> <p>5.11 Determine methods of signalling to other road users.</p> <p>5.12 Determine the dangers which could arise from manoeuvring a vehicle.</p> <p>5.13 Determine how to ensure the vehicle is locked and keys removed to prevent unauthorized access to it.</p> <p>5.14 Determine how to immobilise vehicles and loading equipment safely to prevent unauthorised people interfering with the vehicle.</p> <p>5.15 Determine how to access and operate health safety and welfare equipment carried on the vehicle.</p>			

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

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## **Unit 13: Acceptance of waste**

**Unit reference number:** T/602/1375

**Level:** 2

**Credit value:** 7

**Guided learning hours:** 12

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

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk) (Annexe C).

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Report breaches in site security. 2.6 Report defective equipment. 2.7 Report problems outside the job role limits of authority.			
3 Resolve problems which arise from the acceptance of waste	3.1 Have defects rectified on specialist handling equipment before using it. 3.2 Take immediate steps, in accordance with operational procedures, where unsafe conditions arise. 3.3 Resolve problems within own area of responsibility.			
4 Understand the regulations, procedures and requirements for acceptance of waste	4.1 Describe appropriately the classifications and types of waste. 4.2 Describe appropriately the potential hazards associated with different wastes. 4.3 Describe appropriately operational procedures and why it is important to comply with them. 4.4 Determine how to identify work-related hazards and risks. 4.5 Determine how to use personal protective equipment (PPE) in line with operational procedures.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 Describe appropriately the operational procedures for validation and rejection of waste.</p> <p>4.7 Describe appropriately responsibility for the dissemination of information outside the organisation.</p> <p>4.8 Describe appropriately the transport, acceptance, and rejection documentation to comply with legal and organisational requirements.</p> <p>4.9 Describe appropriately the Permit or License conditions covering the acceptance of waste at their site.</p> <p>4.10 Determine how to deal with documentation which does not comply with site permit or licence or Duty of Care legislation.</p> <p>4.11 Determine other relevant environment permit details applicable to the facility.</p> <p>4.12 Determine how to deal with emergencies.</p> <p>4.13 Determine the classifications, using European Waste Codes, of waste that can be permitted on the site.</p>			



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

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**Unit 14:** **Manage own professional development within an organisation**

**Unit reference number:** L/600/9586

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 20

**Assessment requirements/evidence requirements**

Please refer to the CfA Management Assessment Strategy at [www.cfa.uk.com](http://www.cfa.uk.com).

**Assessment methodology**

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

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**Unit 15: Manual handling, lifting and moving of loads in a waste environment**

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

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 10

**Assessment requirements/evidence requirements**

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://www.euskills.co.uk) (Annexe C).

**Assessment methodology**

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

## Learning outcomes and assessment criteria

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



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## **Unit 16: Unloading a non-hazardous waste transport vehicle**

**Unit reference number:** A/602/1071

**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](http://www.euskills.co.uk) (Annexe C).

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare to unload non-hazardous waste and related materials</p>	<p>1.1 Establish the accessibility and the suitability of the unloading location.</p> <p>1.2 Check and confirm the operational suitability of the vehicle and unloading equipment to be used.</p> <p>1.3 Check to make sure the vehicle is positioned so it can be prepared and unloaded safely.</p> <p>1.4 Comply with all regulations and operational procedures that relate to unloading waste.</p> <p>1.5 Select and use appropriate PPE in accordance with operational requirements.</p> <p>1.6 Work in a way which complies with all regulations, and operational and location-specific procedures that relate to unloading waste.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Unload non-hazardous waste and related materials in line with location-specific procedures</p>	<p>2.1 Communicate with others involved in the unloading process to ensure it is carried out safely and in compliance with operational procedures.</p> <p>2.2 Carry out the unloading operation safely and in accordance with operational procedures.</p> <p>2.3 Check and confirm the unloading operation is completed and that the unloaded waste complies with regulations.</p>			
<p>3 Use and communicate data and information connected with unloading non-hazardous waste and related materials</p>	<p>3.1 Communicate with others involved in the unloading processes to ensure work is carried out safely, and in compliance with operational and location-specific procedures.</p> <p>3.2 Check that the waste and the documentation are in compliance.</p> <p>3.3 Report unresolved vehicle defects or problems with defective equipment to the designated person.</p> <p>3.4 Check that documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Complete documentation in accordance with operational and location-specific procedures.  3.6 Report situations that prevent safe unloading to take place in accordance with operational and location-specific procedures.			
4 Resolve problems which arise from unloading non-hazardous waste and related materials	4.1 Resolve any discrepancies in the documentation for the load before the waste is unloaded.  4.2 Report defects in operational suitability of the vehicle and unloading equipment to the designated person.  4.3 Arrange for alternative unloading sites to be identified when the designated site is unsuitable.  4.4 Take steps to prevent unstable conditions from arising with the vehicle and unloading equipment.  4.5 Identify, rectify and record discrepancies and defects.  4.6 Resolve problems within the limits of own responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the regulations, procedures and requirements for unloading a non-hazardous waste transport vehicle	5.1 Describe appropriately the potential hazards associated with different wastes. 5.2 Describe appropriately operational procedures and why it is important to comply with them. 5.3 Determine how to identify work-related hazards and risks. 5.4 Determine how to deal constructively with colleagues and other people and resolve disagreements 5.5 Describe appropriately the regulations relating to unloading waste and related materials. 5.6 Describe appropriately the regulations for carriage of dangerous goods. 5.7 Describe appropriately operational and regulatory procedures for unloading. 5.8 Determine the different types of waste and materials likely to be encountered when carrying out the job. 5.9 Determine how to establish compliance with transfer requirements.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.10 Determine how to operate unloading equipment which is both integral and non-integral with the vehicle. 5.11 Determine the nature and characteristics of waste loads and related materials.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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## **Unit 17: Unloading a hazardous waste transport vehicle**

**Unit reference number:** F/602/1072

**Level:** 2

**Credit value:** 7

**Guided learning hours:** 70

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

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://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	Prepare to unload hazardous waste and related materials	<p>1.1 Establish the accessibility and the suitability of the unloading location.</p> <p>1.2 Check and confirm the operational suitability of the vehicle and unloading equipment to be used.</p> <p>1.3 Check to make sure the vehicle is positioned so it can be prepared and unloaded safely.</p> <p>1.4 Comply with all regulations and operational procedures that relate to unloading waste.</p> <p>1.5 Select and use appropriate PPE in accordance with operational requirements.</p> <p>1.6 Work in a way which complies with all regulations, and operational and location-specific procedures that relate to unloading waste.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Unload hazardous waste and related materials in line with location-specific procedures</p>	<p>2.1 Communicate with others involved in the unloading process to ensure it is carried out safely and in compliance with operational procedures.</p> <p>2.2 Carry out the unloading operation safely and in accordance with operational procedures.</p> <p>2.3 Check and confirm the unloading operation is completed and that the unloaded waste complies with regulations.</p>			
<p>3 Use and communicate data and information connected with unloading hazardous waste and related materials</p>	<p>3.1 Communicate with others involved in the unloading processes to ensure work is carried out safely, and in compliance with operational and location-specific procedures.</p> <p>3.2 Check that the waste and the documentation are in compliance.</p> <p>3.3 Report unresolved vehicle defects or problems with defective equipment to the designated person.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 Check that documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies.</p> <p>3.5 Complete documentation in accordance with operational and location-specific procedures.</p> <p>3.6 Report situations that prevent safe unloading to take place in accordance with operational and location-specific procedures.</p>			
<p>4 Resolve problems which arise from unloading hazardous waste and related materials</p>	<p>4.1 Resolve any discrepancies in the documentation for the load before the waste is unloaded.</p> <p>4.2 Report defects in operational suitability of the vehicle and unloading equipment to the designated person.</p> <p>4.3 Arrange for alternative unloading sites to be identified when the designated site is unsuitable.</p> <p>4.4 Take steps to prevent unstable conditions from arising with the vehicle and unloading equipment.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 Resolve problems within the limits of own responsibility 4.6 Identify, rectify and record discrepancies and defects.			
5 Understand the regulations, procedures and requirements for unloading a hazardous waste transport vehicle	5.1 Describe appropriately the classifications and types of waste. 5.2 Describe appropriately the potential hazards associated with different wastes. 5.3 Describe appropriately operational procedures and why it is important to comply with them. 5.4 Determine how to identify work-related hazards and risks. 5.5 Describe appropriately the regulations relating to unloading hazardous waste and related materials. 5.6 Describe appropriately the regulations relating to the carriage of dangerous goods. 5.7 Describe appropriately operational and regulatory procedures for unloading.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.8 Determine the different types of waste and materials likely to be encountered when carrying out the job. 5.9 Determine how to establish compliance with transfer requirements. 5.10 Determine how to operate unloading equipment which is both integral and non-integral with the vehicle. 5.11 Determine the nature and characteristics of waste loads and related materials.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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## **Unit 18: Unloading an inert waste transport vehicle**

**Unit reference number:** T/602/1070

**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](http://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	Prepare to unload inert waste and related materials	<p>1.1 Establish the accessibility and the suitability of the unloading location.</p> <p>1.2 Check and confirm the operational suitability of the vehicle and unloading equipment to be used.</p> <p>1.3 Check to make sure the vehicle is positioned so it can be prepared and unloaded safely.</p> <p>1.4 Comply with all regulations and operational procedures that relate to unloading waste.</p> <p>1.5 Select and use appropriate PPE in accordance with operational requirements.</p> <p>1.6 Work in a way which complies with all regulations, and operational and location-specific procedures that relate to unloading waste.</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Unload inert waste and related materials in line with location-specific procedures</p>	<p>2.1 Communicate with others involved in the unloading process to ensure it is carried out safely and in compliance with operational procedures.</p> <p>2.2 Carry out the unloading operation safely and in accordance with operational procedures.</p> <p>2.3 Check and confirm the unloading operation is completed and that the unloaded waste complies with regulations.</p>			
<p>3 Use and communicate data and information connected with unloading inert waste and related materials</p>	<p>3.1 Communicate with others involved in the unloading processes to ensure work is carried out safely, and in compliance with operational and location-specific procedures.</p> <p>3.2 Check that the waste and the documentation are in compliance.</p> <p>3.3 Report unresolved vehicle defects or problems with defective equipment to the designated person.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 Check that documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies.</p> <p>3.5 Complete documentation in accordance with operational and location-specific procedures.</p> <p>3.6 Report situations that prevent safe unloading to take place in accordance with operational and location-specific procedures.</p>			
<p>4 Resolve problems which arise from unloading inert waste and related materials</p>	<p>4.1 Resolve any discrepancies in the documentation for the load before the waste is unloaded.</p> <p>4.2 Report defects in operational suitability of the vehicle and unloading equipment to the designated person.</p> <p>4.3 Arrange for alternative unloading sites to be identified when the designated site is unsuitable.</p> <p>4.4 Take steps to prevent unstable conditions from arising with the vehicle and unloading equipment.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 Identify, rectify and record discrepancies and defects. 4.6 Resolve problems within the limits of own responsibility.			
5 Understand the regulations, procedures and requirements for unloading an inert waste transport vehicle	5.1 Describe appropriately the potential hazards associated with different wastes. 5.2 Describe appropriately operational procedures and why it is important to comply with them. 5.3 Determine how to identify work-related hazards and risks. 5.4 Determine how to deal constructively with colleagues and other people and resolve disagreements. 5.5 Describe appropriately the regulations relating to unloading waste and related materials. 5.6 Describe appropriately the regulations for carriage of dangerous goods. 5.7 Describe appropriately operational and regulatory procedures for unloading.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.8 Determine the different types of waste and materials likely to be encountered when carrying out the job. 5.9 Determine how to establish compliance with transfer requirements. 5.10 Determine how to operate unloading equipment which is both integral and non-integral with the vehicle. 5.11 Determine the nature and characteristics of waste loads and related materials.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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## **Unit 19: General duties on waste facilities**

**Unit reference number:** Y/602/1370

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 40

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

Please refer to the EU Skills Assessment Strategy at [www.euskills.co.uk](http://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 Carry out general duties safely	1.1 Confirm own understanding of the work instructions given for carrying out the work required. 1.2 Check risk assessments are in place. 1.3 Select and use personal protective equipment (PPE). 1.4 Select and use the tools and equipment designated for the job for all tasks to be carried out/undertaken. 1.5 Check the tools and equipment selected are safe, are serviceable, and are in a useable condition. 1.6 Clean tools and equipment when their use is finished at the end of each day, and return them to storage. 1.7 Comply with safe working practice and procedures. 1.8 Handle waste materials in the way specified in procedures. 1.9 Dispose of used consumable materials in accordance with operational requirements.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Comply with procedures and guidelines for maintaining security in the place where the work has been done.			
2 Store tools, equipment and consumable materials safely	2.1 Return unused consumable materials to the store. 2.2 Keep storage areas clean and tidy and make sure access is clear and unobstructed. 2.3 Store tools, equipment, PPE, and consumable materials in the designated place in accordance with operational requirements.			
3 Use and communicate data and information	3.1 Ensure that other people likely to be affected by tasks being carried out by them are notified and informed of any risks. 3.2 Complete all documentation for work that they carry out if they are required to do so. 3.3 Ensure documentation is legible and clear, and seek confirmation from a person in authority if there are any doubts or discrepancies.			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Report problems to the designated person</p>	<p>4.1 Report unauthorised removal of tools, equipment or consumable materials from stores or the working area to a designated person.</p> <p>4.2 Report faults and damage to tools and equipment rendering them unusable or unsafe.</p> <p>4.3 Report hazards and significant risks encountered while working.</p> <p>4.4 Resolve problems within own area of responsibility.</p>			
<p>5 Understand the regulations, procedures and requirements for general duties on waste facilities</p>	<p>5.1 Describe appropriately the classifications and types of waste.</p> <p>5.2 Describe appropriately the potential hazards associated with different wastes.</p> <p>5.3 Describe appropriately operational procedures and why it is important to comply with them.</p> <p>5.4 Determine how to identify work-related hazards and risks</p> <p>5.5 Describe appropriately the procedures to ensure risks are under control.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 Describe appropriately approved methods to carry out tasks.</p> <p>5.7 Describe appropriately storage methods for tools, equipment and consumable.</p> <p>5.8 Describe appropriately documentation required to comply with operational requirements.</p> <p>5.9 Describe appropriately methods for the safe disposal of used consumable and waste materials.</p> <p>5.10 Determine how to recognise and handle safely substances that are hazardous to health.</p> <p>5.11 Determine the tools, equipment, PPE, and consumable materials that are subject to damage.</p> <p>5.12 Determine how to store tools, equipment, PPE, and consumable materials in a way which prevents them from being accidentally damaged and to ensure the safety of oneself and others.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.13 Determine the effects of weather on consumable materials in use and in storage. 5.14 Determine how to use hand tools and equipment correctly and safely. 5.15 Determine the characteristics of consumable materials and how to use them safely in compliance with operational procedures. 5.16 Determine consumable materials requiring specialised or secure storage. 5.17 Determine how to check for damage and faults in tools and equipment and appropriate method of cleaning them.			
6 Work in a manner which underpins effective performance	6.1 Recognise and act when others need support. 6.2 Be receptive to new ways of working.			

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

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

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

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

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

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

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

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

*(if sampled)*



## Further information and useful publications

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

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

### Key publications

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

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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

## How to obtain National Occupational Standards

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

## Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

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

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## Key principles of quality assurance

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

## Quality assurance processes

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

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

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



The Pearson quality-assurance processes will involve:

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

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

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Edexcel 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 qualifications 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 Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).



## Annexe C: Assessment requirements/strategy

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

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

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

#### **Principles for assessment of evidence**

Awarding bodies/organisations should:

1. Ensure the learner's workplace is used as the predominant assessment location and naturally occurring workplace evidence is the primary source for determining competence. EU Skills will specify any exceptions to this position. An environment similar to the learner's own workplace (such as another site, plant etc) can be used to demonstrate experience where it is not possible within the learner's own workplace. For learners on Programme-led Apprenticeships (MAs in Scotland), there is no dilution of EU Skills requirements for predominant evidence of performance to be generated within an actual work environment.
2. Incorporate systems, within the external verification processes, which ensure 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 four UK countries	*	*	*	
Have a thorough understanding of the national occupational standards for the qualifications they are assessing or verifying and be able to interpret them and offer advice on assessment-related matters	*	*	*	
Show experience and working knowledge of the assessment and verification processes relating to the context in which they are working	*	*	*	
Demonstrate 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			*	
Have – or be working towards: <ul style="list-style-type: none"> <li>being qualified –Assessor or Verifier units plus CPD and operate to A and V standards (A or V Units/D Units)</li> <li>qualifications/training that has been mapped to A and V Units by awarding bodies</li> </ul>	*	*	*	

The assessor, independent assessor, internal verifier, external verifier must:	Core Requirements			
	<b>A</b>	<b>IV</b>	<b>EV</b>	<b>IA</b>
<p>An employer direct model as an alternative to assessors and verifiers achieving the A and V Units can be used.</p> <p>This model allows employer/alternative training, which is endorsed by the awarding body, to be used as a means of demonstrating assessor and verifier competence.</p> <p>Where this model is used EU Skills would require awarding bodies to have mapped the training against the A and V Unit competences to ensure that there is a direct match.</p> <ul style="list-style-type: none"> <li>• Identified any gaps and ensured that alternative evidence to demonstrate full competence is provided.</li> <li>• Provide written endorsement which indicates acceptance of the training as a direct equivalent to the A and V Units.</li> </ul>				
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.				
Demonstrate a commitment to continuing professional development and to keeping abreast of the changing environment and practices in their industry	*	*	*	*

## **APPENDIX D**

### **Witness testimony**

EU Skills supports the use of witness testimony as a natural and effective way of contributing to a candidate's source of evidence of competence. Nonetheless, the quality of this type of evidence will be affected by knowledge the witness has about the vocational qualification requirements and their own competence in the occupational role.

As a minimum, witness should be:

- fully briefed and clear about the purpose and use of the testimony
- able to demonstrate they have the necessary expertise in the occupational area for which they are providing testimony.

Expert witnesses should be:

- occupationally competent in the functions covered by the units to which they are contributing. This competence will have been gained by working in the energy and utilities sector
- maintaining their occupational competence by engaging in continuing professional development activities to keep up-to-date with developments and changes taking place within energy and utilities sector
- working currently, or within the last year, in a post directly related to the vocational qualification units they are witnessing
- familiar with the national occupational standards and be able to interpret current working practices and technologies within the area of work
- have had an appropriate induction to the Energy and Utility Skills national occupational standards, the awarding body and assessment centre requirements and have ongoing support by way of access to updating and other issues connected with the qualifications.

## WASTE SECTOR SPECIFIC REQUIREMENTS TO FINAL GENERIC ASSESSMENT STRATEGY

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

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

The assessor, independent assessor, internal verifier, external verifier must:	Core Requirements				Waste (inc. recycling)
	A	IV	EV	IA	
Demonstrate a high level* of interpersonal and communication skills	*	*	*		*
Have up-to-date knowledge of current practice and emerging issues within their industry and be aware there may be differences between the 4 UK countries	*	*	*		*
Have a thorough understanding of the national occupational standards for the qualifications they are assessing or verifying and be able to interpret them and offer advice on assessment-related matters	*	*	*		*
Show experience and working knowledge of the assessment and verification processes relating to the context in which they are working	*	*	*	*	*
Demonstrate they have relevant and credible technical and/or industrial experience not more than 5 years old – at a level relevant to their role and the award	*		*	*	*
Show they are able to act as an emissary of the awarding body and be able to facilitate consistency across centres			*		*
Have – or working towards being qualified – Assessor or Verifier units (A or V Units/ D Units) or TQFE or TQSE for assessment or verification in Scotland and or the new training and development qualification at present in development	*	*	*		*

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

## 1. ASSESSMENT OF CANDIDATE EVIDENCE

## 2. INDEPENDENT ASSESSMENT

## 3. ENHANCED EXTERNAL QUALITY ASSURANCE OF ASSESSMENT

Waste Management Sector	
Independent assessment	The awarding body will operate a system for sampling specified units at all external verification visits. The units should be determined by perceived risk to the assessment process.
Enhanced external quality assurance of assessment	<p>The awarding body will operate a system which ensures assessors will not assess candidates for whom they have line management responsibility or any unit for which they have been involved in training that candidate (this does not apply to mentoring-type activities). Where a centre cannot meet this requirement, the awarding body can agree 100% external verification for the following unit:</p> <ul style="list-style-type: none"><li>• Ensure health and safety requirements are met in your area of responsibility</li></ul>
Recycling	The awarding body must provide guidance to accompany each of the units "Managing a budget" which ensures candidates who have previously achieved units "Conduct an assessment of risks" (Unit G ENTO) and "Ensure health and safety requirements are met in your area of responsibility" (MSC E6) within a lower level NVQ/SVQ demonstrate continuing competence at the higher level 7.

### **Realistic Work Environment Permitted Assessment**

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

### **Waste Management**

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

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

### **Simulated Environment Permitted Assessment**

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





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

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

**November 2017**

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