

WAMITAB Level 1 Award in Preparing for Employment

Maximum Guided Learning Hours: 85

Total Qualification time: TBC

Total Credits: 12

Qualification Code: 600/2846/4

WAMITAB Code: PFE1



Version 7, December 2016

About WAMITAB and this Qualification Handbook

About WAMITAB

WAMITAB is an awarding organisation and charity that develops qualifications for those working in resource management and recycling; cleaning; street cleansing; facilities management; and parking from operative through to management level.

Since it was formed in 1989, WAMITAB has evolved in line with the convergence between the sectors with a clear focus on promoting and supporting environmental sustainability. With over 120 qualification pathways and 70 quality assured centres, WAMITAB offers an unrivalled specialist network to support staff development.

Equal Opportunities

WAMITAB supports the principles of equal opportunities and we are committed to meeting these principles in the provision of all our qualifications and assessments. We firmly believe that all learners and stakeholders are therefore entitled to receive equal treatment irrespective of age, sex, race, marital status, religion, disability or sexual orientation.

The Purpose of this Qualification Handbook

Welcome to your WAMITAB Qualification Handbook. This will help you to complete your Level 1 Award in Preparing for Employment. It contains:

- The units you need to achieve to complete your qualification.
 - Information about your responsibilities as a candidate.
 - Reference information covering each learning outcome and assessment criteria.
 - Activities you can use to test your understanding.
 - Forms you can use to record and organise your evidence.
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Candidate Information

Name

WAMITAB Candidate Number

Registration Date

Enrolment Date

Centre Name

Centre Address

Centre Contact

Assessor Name

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Frequently Asked Questions

What is an Award?

An Award is a nationally recognised qualification based on National Occupational Standards and gained in the workplace. Achieving your Award demonstrates that you can work to the standards expected by employers in your industry.

What is the objective of this qualification?

Develop the key personal skills, qualities and attitudes required in education and by employers in the waste and resource management sector. This qualification is ideal for anyone looking to improve their employment prospects for the future.

Who is it for?

- New entrants to the industry
 - Long-term unemployed who wish to retrain
 - Those looking to progress further in education
 - Experienced workers seeking a formal qualification
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What are the entry requirements for this qualification?

This qualification is open entry. This means that learners interested in undertaking the WAMITAB Level 1 Award in Preparing for Employment do not require any other qualifications or levels of attainment in order to take this qualification. This qualification is ideal for supporting and motivating learners that have been unemployed for a period of time and individuals that are new to the employment market.

What job role could this qualification lead to or support?

Learners that achieve the WAMITAB Level 1 Award in Preparing for Employment will be able to progress into employment or vocational training related to the waste and resource management industry. Recent research suggests that the UK waste management industry could create up to 84,000 new jobs over the next decade (SITA UK, 2011).

There is therefore significant potential for employment within the waste and resource management industry in elementary occupations due to the labour intensive nature of collection and sorting waste activities (UKCES, 2012). Job roles include:

- Waste or recycling operative
 - Transfer station operative
 - Compost operative
 - Refuse/ recyclables collection loader
 - Recyclables/ waste collection driver
 - Street cleaning operative
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What do I need to achieve?

Your Award is divided into units that have a credit value which varies depending on the complexity and number of learning outcomes within the qualification.

To achieve this qualification, learners must achieve 12 credits in total. They are required to complete both mandatory units (5 credits) designed to ensure that learners can maintain health and safety standards and understand their responsibilities in the workplace. Learners can then select units to achieve a further 7 credits from the optional group.

Mandatory Unit Group

- Rights and responsibilities in the workplace (CG32)
- Introduction to health and safety awareness in the workplace (CG33)

Optional Unit Group

- Working in the recycling industry (RA1.1)
- Maintain effective working relationships in the recycling industry (RA1.2)
- Maintain standards of service during recycling activities (RA1.3)
- Environmental protection within the recycling industry (RA1.4)
- Manual handling, lifting and moving of loads in a waste environment (WO38)
- Maintain personal hygiene standards when cleaning (C1.02)
- Working with other people (WO2)
- Work safely at heights in a waste sector environment (WO42)
- Planning for progression (CG34)
- Effective skills, qualities and attitudes for learning and work (CG35)
- Career planning and making applications (CG36)
- Enterprise activity: producing products or services (CG37)
- Work-based experience (CG38)
- Contributing to a team (CG39)
- Valuing equality and diversity (CG40)
- Dealing with problems in daily life (ASD10)
- Environmental Awareness (ASD11)
- Individual rights and responsibilities (ASD12)
- Preparation for work (ASD13)

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- Working as part of a group (ASD14)
 - Working towards goals (ASD15)
 - Career progression (PE35)
 - Developing personal skills for leadership (PE36)
 - Practising leadership skills with others (PE37)
 - Learning with colleagues and other learners (PE38)
 - Communicating solutions to others (PE39)
 - Positive attitudes and behaviours at work (PE40)
 - Learning from more experienced people (PE41)
 - Building working relationships with colleagues (PE42)
 - Building working relationships with customers (PE43)
 - Solving work-related problems (PE44)
 - Taking notes at meetings (PE45)
 - Summarising documents (PE46)
 - Contributing for meetings (PE47)
 - Preparing for work placement (PE48)
 - Learning for work placement (PE49)
 - Safe learning in the workplace (PE50)
 - Searching for a job (PE51)
 - Applying for a job (PE52)
 - Preparing for an interview (PE53)
 - Interview skills (PE54)
 - Self-management skills (PE55)
 - Business and customer awareness (NCF9)
 - Understanding conflict at work (NCF10)

What is a unit?

The units of a qualification describe what you must be able to do and understand to perform work activities competently in your job role.

- Learning outcomes: describe what tasks you will be able to do as a result of learning
- Assessment criteria: describe what activities you will need to do and what you must know to complete each task.
- Evidence requirements: provide a summary of the evidence you will need to prove you are competent.

What is an approved WAMITAB Centre?

You will gain your qualification through an approved WAMITAB Centre. It may be your place of work, a local college or training provider. Assessment of your qualification will be carried out at your place of work and the centre is responsible for the administration. Centre staff will therefore:

- Register you with WAMITAB.
- Provide a candidate registration number.
- Apply for your certificate when you have completed your qualification or units.

How long will it take?

There is no time limit set by WAMITAB for you to complete your qualification, but your centre may have some requirements that they will explain to you.

Who will help me achieve my qualification?

The following people at the approved WAMITAB centre will help you to achieve your qualification:

Your Assessor

The assessor is the person you will have the most contact with as you work towards your qualification. They will:

- Help you identify any training you need
- Help you plan your workload and organise your evidence
- Observe you carrying out your job in the workplace over a period of time
- Ask questions about the work you do
- Make decisions about your evidence
- Judge when you are competent
- Provide feedback

Internal Quality Assurer

The internal quality assurer maintains the quality of assessment within the centre.

External Quality Assurer

An external quality assurer is employed by WAMITAB to ensure that your centre meets the required national standards for quality and assessment.

What are my responsibilities as a candidate?

As a candidate you will need to:

- Provide your centre with your personal details so they can register you with WAMITAB
- Collect and organise evidence agreed with your assessor
- Attend regular meetings with your assessor to discuss your progress
- Comply with health and safety law and regulations

What steps will I need to take to complete my qualification?

1. **Planning:** your assessor will tell you about the mandatory units of the qualification and will help you to select relevant optional units.
2. **Evidence:** you will gather evidence for your portfolio (see next question for types of evidence).
3. **Feedback:** your assessor will provide regular feedback on your progress and will arrange for additional training if needed. When your assessor tells you are competent after an assessment, it will be recorded in your handbook.
4. **Achievement:** once you have completed all the units and gathered all the evidence you need, your centre will apply for your WAMITAB certificate.

What are the evidence requirements for this qualification?

The primary sources of evidence for this qualification are:

Observation (O): direct observation or witness testimony where direct observation is not possible. Where this evidence type has been suggested against Assessment Criteria which require the candidate to explain or describe, the assessor must hear or observe the explanation/description (directly or being delivered to others) or see it in writing. The assessor must not infer that the candidate can explain/describe based purely on observation.

Question and Answer (Q/A): candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation / Realistic working environment (S/R): should be used as a last resort where allowed. Please see the Energy and Utility Skills Assessment Strategy for further information.

Where do I go if I need more information about my qualification and assessments?

- Your tutor/assessor
- Your qualification handbook
- WAMITAB (01604 231950/ www.wamitab.org.uk)

Useful Words

Approved Centre

WAMITAB Centres are training organisations that have met our strict quality standards and have been approved to deliver our qualifications to learners. They include private providers, colleges of further education, employers and prisons.

Assessment Criteria

These specify the standard that you are expected to meet to demonstrate that you have achieved the Learning Outcome. Assessment criteria are detailed enough to allow judgments to be made about your competence.

Assessor

A person who works with the Approved Centre to assess your competence against the standards set within the qualification. Assessors are qualified and experienced in the subject of the qualification you are registered for, and have the skills to plan and carry out your assessments. They will make judgments of your competence, based on the evidence you provide, and give feedback.

Competence

Competence, in relation to the qualification, describes your ability to consistently be able to undertake work activities, know and understand work-related tasks as per the requirements set out in the standards.

Evidence

You need to collect evidence to prove that you are competent as required by the standards set in the units of the qualification. There are different types of evidence, ranging from an assessor observing your work, question and answers, assignments and tests. Evidence can also be presented using photographs, audio and video files. Each unit gives guidance as to what is expected and acceptable evidence. Evidence must be authentic and your own work.

External Quality Assurer

This is an expert employed by WAMITAB to monitor, review and advise Approved Centres. The External Quality Assurer regularly visits the Approved Centre to check that all assessments are carried out correctly, to the same standard, and that all paperwork is maintained accurately and consistently. External Quality Assurers are qualified and experienced in the subject of the qualification that you are registered for. They therefore have the skills to check that the Approved Centre is operating properly and has all of the systems in place to deliver the qualification.

Internal Quality Assurer

A person who works with the Approved Centre to make sure that the assessment is carried out correctly, and that all administration of the assessment is properly managed. Internal Quality Assurers are qualified and experienced in the subject of the qualification that you are registered for, and have the skills to verify the work of the assessor for accuracy, quality and consistency.

Learner

A person who is registered to work towards achievement of a qualification – i.e. you!

Learning Outcome

These set out what you will be expected to know, understand or be able to do. Each learning outcome relates to one or more assessment criteria, and together they set a clear assessment standard for each unit.

Portfolio

This is a place where you will collect evidence to demonstrate your competence. A portfolio could be either hard-copy or electronic, but this will need to be agreed with the Approved Centre in advance. The evidence held in your portfolio must be your own work, and be clearly referenced to the units of the qualification.

Unit – Mandatory and Optional

Units form the building blocks of all qualifications that are nationally regulated. Units are small chunks of learning that focus on specific aspects of knowledge, skills and understanding. Mandatory units are those that you must achieve, and Optional units offer a range of subjects that you may choose between.

Vocational

A qualification is vocational when it relates directly to the skills, knowledge and understanding required to undertake a specific or broad job role.

WAMITAB

An Awarding Organisation for a wide range of qualifications in waste management and recycling, cleaning and street cleansing, facilities management and parking. WAMITAB is responsible for ensuring the on going quality of the delivery and assessment of qualifications, and issues certificates to learners upon completion. We have over 25 years of experience developing and quality assuring qualifications, training and course materials

Unit Terms

Analyse

Look at something (for example a process) and use given classifications or principles to gain a further understanding.

Apply

Put something into action – a “doing” task which requires “real” evidence from a workplace scenario.

Compare

Look at the characteristics of an item or activity and note the similarities and differences. This is more often used at level 1 and 2.

Critically Compare

Look at the characteristics of an item or situation, note the similarities and differences and their respective positive and negative aspects. In some cases, this can include the use of the comparison in context as the basis for decision making. This is generally used at level 3 and above.

Demonstrate

A doing verb which requires you to actually do what the assessment criteria requires. You will have to provide evidence of which clearly shows you applying your knowledge and skills to meet the requirements of the assessment criteria. The evidence for this can involve getting someone to take a picture of you completing the task or discussing the task with an assessor and recording the discussion using documentation, video, etc. Remember that it is not enough to just write about it unless the task requires this type of written evidence.

Describe

Provide a vivid picture of what it is by using imagery, adjectives and adverbs to make the subject easy to understand. It may also convey an idea or fact.

Determine

To find out or decide. This may involve research, following a set of procedures or carrying out a series of calculations to find a solution.

Develop

Build a process or activity or understanding either from scratch or using an existing product to create something workable.

Differentiate/ Distinguish

Look at the characteristics of an item or situation/ activity and explain the differences.

Evaluate/Justify

You must look at whatever the required content/process is and suggest other relevant, significant or possible outcomes. It is the process of exploring, checking and suggesting a likely outcome with reasons.

Explain

Provide a comprehensible answer that shows an understanding of the content/process mentioned. Your answer should include: what it is, how it works, what it looks like, what it does, how it happens, why it happens and any relevant reasons.

Identify

For most assessment criteria this requires the learner to list and describe what is required or relevant to produce an outcome, or requires the learner to make choices to achieve a particular aspect of their job. At levels 4, 5 and 6 this would require the learner to say what is available, make the choice and then to explain or justify why the choice was made.

Implement

Putting something into practice after the development process has taken place. This ensures that the product/process is actually employed and/or used by self and others during work activities.

List

Produce a number of relevant items which apply to the question. Further description is not required.

Manage

After a development process ensure that the product/process works using relevant management techniques.

Recognise

Be aware of, familiar with and able to identify an activity or product.

Mandatory Units

Unit CG32: Rights and responsibilities in the workplace

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Understand that employees have rights	1.1 List a range of employee rights			
	1.2 State how employee rights are protected by law			
2. Understand that employees have responsibilities	2.1 List a range of employee responsibilities			
	2.2 Describe his/her responsibilities			
	2.3 Explain why it is important to keep some information confidential			
3. Understand why health and safety rules are important	3.1 Recognise and respond to hazards in his/her place of learning or work			
	3.2 List requirements for personal health and safety in his/her place of learning or work			
	3.3 Explain how he/she can contribute to keeping colleagues and customers safe and healthy			
	3.4 Contribute to a risk assessment			
	3.5 Work safely following guidelines			
	3.6 Explain and follow emergency procedures			

Unit CG33: Introduction to health and safety awareness in the workplace

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand the importance of health and safety in the workplace	1.1 State what is meant by health and safety in the workplace and why it is important			
	1.2 Describe the legal responsibilities of employers, employees and the self-employed			
	1.3 Describe how health and safety law is enforced			
	1.4 Identify sources of health and safety information within his/her organisation			
	1.5 Identify other sources of health and safety information			
2. Understand the need for risk assessment	2.1 Define the terms 'hazard' and 'risk'			
	2.2 Describe risk assessment			
	2.3 Give examples of work related accidents and ill health			
3. Be aware of the requirements for health and safety in his/her place of work or learning	3.1 List the health and safety information that should be provided for an employee or learner			
	3.2 Describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning			
	3.3 Describe the provision for first aid in his/her place of work or learning			
	3.4 For a chosen occupational sector describe the appropriate personal protective equipment (PPE) and the hazards against which the PPE offers protection			

Optional Units

Unit RA1.1: Working in the recycling industry

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 7				
Learning Outcome	Assessment Criteria			
1. Carry out work operations in accordance with regulations, procedures and practices.	1.1 Select, wear and use the correct personal protective equipment in accordance with approved procedures and practices.			
	1.2 Report unsafe operating conditions promptly and in line with company procedures and practices.			
	1.3 Keep own work area clean and tidy.			
	1.4 Recognise and report risks and hazards to self and other persons in own area of responsibility.			
2. Report and act upon problems that could affect the safe working environment.	2.1 Recognise problems with machinery, equipment and materials.			
	2.2 Report unsafe plant, equipment and hazardous situations to the correct person.			
	2.3 Take action, within own area of responsibility, where incidents could affect the safe working environment.			
	2.4 Inform appropriate person of routine problems within own area of responsibility.			
	2.5 Refer to matters outside own responsibility to the correct person.			
3. Work in a manner which underpins effective performance.	3.1 Demonstrate vigilance for potential risks and hazards.			
	3.2 Demonstrate awareness of the effects of own actions.			
4. Understand the regulations, procedures and requirements for recycling.	4.1 State the fundamental responsibilities of both the employer and employee under the Health and Safety Regulations.			
	4.2 Explain the procedures for handling hazardous materials.			
	4.3 State the organisational accident and incident recording and reporting procedures.			
5. Know how to maintain a safe working environment.	5.1 State the types of personal protective equipment and clothing needed, when and how they must be used, cleaned and stored after use.			

Unit RA1.2: Maintain effective working relationships in the recycling industry

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 7				
Learning Outcome	Assessment Criteria			
1. Communicate with colleagues and others.	1.1 Check that the work to be done is understood before the work starts.			
	1.2 Identify any potential problems and inform appropriate persons.			
	1.3 Act in accordance with procedures which minimise offence and maintain goodwill, trust and respect.			
2. Report and act upon problems that could affect the safe working environment.	2.1 Recognise problems with machinery, equipment and materials.			
	2.2 Report unsafe plant, equipment and hazardous situations to the correct person.			
	2.3 Take action, within own area of responsibility, where incidents could affect the safe working environment.			
	2.4 Inform appropriate person of routine problems within own area of responsibility.			
	2.5 Refer matters outside own area of responsibility to the correct person.			
3. Work in a manner which underpins effective performance.	3.1 Demonstrate vigilance for potential risks and hazards.			
	3.2 Demonstrate awareness of the effects of own actions.			
4. Understand the regulations, procedures and requirements for recycling.	4.1 State the fundamental responsibilities of both the employer and employee under the Health and Safety Regulations.			
	4.2 Explain the procedures for handling hazardous materials.			
	4.3 State the organisational accident and incident recording and reporting procedures.			
5. Know how to maintain a safe working environment.	5.1 State the types of personal protective equipment and clothing needed, when and how they must be used and cleaned and stored after use.			

6. Know how to maintain effective working relationships.	6.1 Explain the importance of understanding instructions before commencing work and what to do in the event of not understanding instructions.			
	6.2 Describe how individuals' working practices could affect the work of others.			
	6.3 Explain when, why and how to ask for help.			
	6.4 List different methods of communication with colleagues and others.			
	6.5 State the limits of own authority.			
	6.6 State what information can be passed to others.			
	6.7 State the person to whom complaints and requests should be passed.			

Unit RA1.3: Maintain standards of service during recycling activities

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 5				
Learning Outcome	Assessment Criteria			
1. Carry out work in accordance with instructions and approved procedures and practices.	1.1 Ensure behaviour, appearance and clothing meet approved procedures and practices.			
	1.2 Communicate appropriately with colleagues and others.			
	1.3 Ensure information given to other persons is authorised, up to date and accurate.			
2. Report and act upon problems that could affect the safe working environment.	2.1 Recognise problems with machinery, equipment and materials.			
	2.2 Report unsafe plant, equipment and hazardous situations to the correct person.			
	2.3 Take action, within own area of responsibility, where incidents could affect the safe working environment.			
	2.4 Inform appropriate person of routine problems within own area of responsibility.			
	2.5 Refer matters outside own area of responsibility to the correct person.			
3. Work in a manner which underpins effective performance.	3.1 Demonstrate vigilance for potential risks and hazards.			
	3.2 Demonstrate awareness of the effects of own actions.			
4. Understand the regulations, procedures and requirements for recycling.	4.1 State the fundamental responsibilities of both the employer and employee under the Health and Safety at Work Regulations.			
	4.2 Explain the procedures for handling hazardous materials.			
	4.3 State the organisational accident and incident recording and reporting procedures.			
5. Know how to maintain a safe working environment	5.1 State the types of personal protective equipment and clothing needed, when and how they must be used and cleaned and stored after use.			

6. Know how to maintain standards of service.	6.1 Explain work instructions and approved procedures.			
	6.2 Explain the organisational standards of behaviour and appearance, and why they are important.			
	6.3 State what information can be passed to others.			
	6.4 List the range of services carried out by the organisation.			
	6.5 Describe the importance of working safely.			
	6.6 Describe the procedure for dealing with problems outside own responsibility.			
	6.7 List the different methods of communication to colleagues and others.			

Unit RA1.4: Environmental protection within the recycling industry

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Work in a way that minimises environmental impact.	1.1 Operate equipment and use materials so as to minimise environmental impact.			
	1.2 Carry out work in a manner that minimises impact to the environment and in accordance with approved procedures and practices.			
	1.3 Identify environmental incidents and take action within own area of responsibility.			
2. Report and act upon problems that could affect the safe working environment.	2.1 Recognise problems with machinery, equipment and materials.			
	2.2 Report unsafe plant, equipment and hazardous situations to the correct person.			
	2.3 Take action, within own area of responsibility, where incidents could affect the safe working environment.			
	2.4 Inform appropriate person of route problems within own area of responsibility.			
	2.5 Refer matters outside own area of responsibility to the correct person.			
3. Work in a manner which underpins effective performance.	3.1 Demonstrate vigilance for potential risks and hazards.			
	3.2 Demonstrate awareness of the effects of own actions.			
4. Understand the regulations, procedures and requirements for recycling.	4.1 State the fundamental responsibilities of both the employer and employee under the Health and Safety Regulations.			
	4.2 Explain the procedures for handling hazardous materials.			
	4.3 State the organisational accident and incident recording and reporting procedures.			

5. Know how to maintain a safe working environment.	5.1 State the types of personal protective equipment and clothing needed, when and how they must be used and cleaned and stored after use.			
6. Know how to work in a way that minimises environmental impact.	6.1 Explain the ways in which equipment and materials should be used in order to minimise environmental impact.			
	6.2 Describe the potential impact of pollution on the environment.			
	6.3 Explain how to minimise wastage of energy, equipment and materials.			

Unit WO38: Manual handling, lifting and moving of loads in a waste environment

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
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			
	3.5 Report problems outside own personal responsibility to resolve to designated personnel			

Unit C1.02: Maintain personal hygiene standards when cleaning

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Know why it is important to keep clean and hygienic in the workplace	1.1 State the importance of wearing clean clothes when cleaning			
	1.2 List types of jewelry and accessories which may not be worn			
	1.3 State why some types of jewelry and accessories may not be worn			
	1.4 State the importance of keeping hair, skin and nails clean and hygienic			
	1.5 Describe why it is important to follow the organisational requirements for hand hygiene			
	1.6 Describe the difference between washing and decontaminating hands			
2. Know how to select and use personal protective equipment	2.1 List different types of personal protective equipment which are available			
	2.2 State why it is important to wear personal protective equipment			
	2.3 state where and how to dispose of used personal protective equipment			
3. Know how to report skin conditions and illnesses	3.1 State why it is important to report cuts, grazes, skin conditions or illnesses			
	3.2 State how to report cuts, grazes, skin conditions or illnesses			
4. Know how to cover cuts and skin conditions	4.1 List different types of treatments for cuts, grazes or skin conditions			
	4.2 Explain why it is important to cover cuts, grazes or skin conditions when cleaning			
5. Be able to keep clean and hygienic in the workplace	5.1 Follow organisational requirements for jewelry and accessories			
	5.2 Store jewelry and accessories following organisational requirements			
	5.3 Follow organisational requirements for hand hygiene			
6. Be able to select and use personal protective equipment appropriately	6.1 Select appropriate personal protective equipment			
	6.2 Check that the selected personal protective equipment is clean and fit for use			
	6.3 Wear personal protective equipment in line with health and safety requirements			

	6.4 Change personal protective equipment when necessary			
	6.5 Dispose of used personal protective equipment correctly			

Unit WO2: Working with other people

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Agree individual work activities when working with others	1.1 Agree the division of work with others before beginning work.			
	1.2 Plan the best way to carry out the work to performance requirements.			
	1.3 Confirm the working methods that will be used to comply with operational requirements.			
2. Complete work activities with others	2.1 Carry out and complete work activities within performance requirements.			
	2.2 Check with other people for any difficulties which arise from carrying out the work.			
	2.3 Prevent disagreements between people from disrupting work.			
3. Use and communicate data and information	3.1 Complete work documentation in accordance with operational requirements.			
	3.2 Provide colleagues with information to enable them to undertake work in accordance with operational requirements.			
	3.3 Obtain, and communicate to colleagues, information that is needed to enable tasks to be undertaken effectively and safely.			
4. Resolve problems which could affect working with others	4.1 Notify the designated person when work is likely to be completed later than a pre-agreed schedule.			
	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 own area of responsibility			
5. Understand the regulations, procedures and	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.			

requirements for working with other people	5.3 Determine the impact on self and others of not wearing appropriate Personal Protective Equipment (PPE)			
	5.4 Determine how to develop productive working relationships with colleagues.			
	5.5 Determine the nature of other people's work.			
	5.6 Determine how each person's work affects each other.			
	5.7 Determine how to resolve misunderstandings.			
	5.8 Determine how to make helpful contributions to work-related meetings and discussions.			
	5.9 Determine how to recognise difficulties in own work.			
	5.10 Determine 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			

Unit WO42: Work safely at heights in a waste sector environment

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 5				
Learning Outcome	Assessment Criteria			
1. Understand how to carry out work safely at heights	1.1 Describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others.			
	1.2 Describe individual responsibilities relating to maintaining safe working practices.			
	1.3 Describe procedures when working at heights and how these link to health and safety legislation.			
	1.4 Describe the risks associated with working at heights especially when carrying and handling objects.			
	1.5 Describe how risks associated with working at heights can be controlled.			
	1.6 Describe precautions which should be taken to minimise risks associated with working at heights.			
	1.7 Describe organisational requirements for preparing for and working at heights.			
	1.8 Describe organisational requirements for using, cleaning and storing: <ul style="list-style-type: none"> • Height access equipment • Personal protective equipment 			
	1.9 Describe, where fitted, how to operate fall protection equipment.			
2. Be able to carry out work safely at heights	2.1 Carry out the work following an agreed plan.			
	2.2 Assess the risks taking into account the potential dangers of: <ul style="list-style-type: none"> • Falling • Dropping tools and debris • Stability of ladders • The working area • Overhead cables • Equipment • Other people in the vicinity 			
	2.3 Take precautions to address identified risks.			

	2.4 Check that personal protective equipment is functioning properly.			
	2.5 Select and wear appropriate personal protective equipment including, where relevant, full body harness.			
	2.6 Check that safety barriers are in place around the working area.			
	2.7 Check that there is a permit to work, where required, before working at heights.			
	2.8 Carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use.			
	2.9 Check that height access equipment is deployed and secure.			
	2.10 Maintain frequent communication with the appropriate person.			
	2.11 Leave work areas clean, tidy and free of obstructions.			
	2.12 Secure height access equipment and personal protective equipment in the correct storage area.			

Unit CG34: Planning for progression

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Understand own study or training programme	1.1 Define what he/she aims to achieve by the end of the study or training programme			
	1.2 Describe what he/she needs to do in order to follow the programme			
	1.3 Identify the centre rules and regulations that affect him/her as a learner			
2. Know the facilities and services provided in the place of study or training	2.1 Describe the facilities provided in the place of study or training			
	2.2 Outline the support available for learners			
3. Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work	3.1 Identify positive qualities and attitudes needed for study and work			
	3.2 Outline his/her own personal strengths			
	3.3 Give an example of something related to learning and work that he/she felt good about and something he/she feels confident doing			
4. Be able to action plan for self improvement	4.1 Identify areas for improvement			
	4.2 Identify realistic targets			
	4.3 Prepare an action plan or contract to meet targets			
	4.4 Identify arrangements for reviewing progress			

Unit CG35: Effective skills, qualities and attitudes for learning and work

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work	1.1 Explain the importance of positive and appropriate behaviour			
	1.2 Consistently demonstrate appropriate codes of conduct			
	1.3 Demonstrate adaptability and flexibility			
	1.4 Demonstrate motivation and enthusiasm			
	1.5 Demonstrate commitment and professionalism			
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication			
	2.2 Demonstrate effective communication on a one-to-one basis with a colleague or customer			
	2.3 Demonstrate effective communication with more than one other person			
	2.4 Use positive body language			
3. Be able to work effectively	3.1 Receive and respond to instructions			
	3.2 Check own understanding of instructions			
	3.3 Identify the tasks that need to be done and deadlines			
	3.4 Identify the help, materials, equipment and/or tools needed to complete the tasks			
	3.5 Work safely following health and safety guidelines			
	3.6 Complete tasks to required standard and deadlines			
	3.7 Identify ways of working more effectively			

Unit CG36: Career planning and making applications

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Be able to choose a suitable career pathway	1.1 List sources of careers advice and guidance			
	1.2 Research career options			
	1.3 Agree a suitable career pathway			
2. List sources of information for job vacancies, training programmes or courses	2.1 List sources of information for job vacancies, training programmes or courses			
	2.2 Find a suitable job vacancy, training programme or course			
3. Understand how to prepare a curriculum vitae	3.1 Identify own skills, qualities, experience and qualifications			
	3.2 Draft a curriculum vitae			
4. Understand how candidates are selected for interview	4.1 Describe how candidates are selected for an interview for a job, training programme or course			
5. Be able to apply for a job, training placement or course	5.1 Obtain an application form and/or job details			
	5.2 Complete the application			
6. Understand the interview process	6.1 List what needs to be considered in preparation for the interview			
	6.2 Observe or take part in a real or simulated interview			
	6.3 Give examples of effective and ineffective interview practice			

Unit CG37: Enterprise activity: producing products or services

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Be able to plan an enterprise activity	1.1 Decide what product or service to sell			
	1.2 Decide where and when to sell the product or service			
	1.3 Identify what needs to be done to produce the product or service			
	1.4 List who will do what (if this is a group activity)			
	1.5 Identify the equipment and materials needed to make the product or provide the service			
	1.6 Identify the possible health and safety hazards of the chosen activity			
2. Be able to cost and price the enterprise activity	2.1 Research the cost of making the product or providing the service			
	2.2 Decide the price to charge for each product or service			
	2.3 Work out the profit on one product or one service			
	2.4 Decide where to get the money to carry out this (or another) enterprise activity			
3. Be able to make a product or produce a service	3.1 Obtain the materials needed to make the product or provide the service			
	3.2 Make the product or provide the service			
	3.3 Work safely			
	3.4 Make sure the product or service is safe			
4. Be able to promote and sell a product or service	4.1 Promote the product or service			
	4.2 Sell the product or service			

Unit CG38: Work-based experience

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Be able to prepare for his/her work experience	1.1 Suggest options for or agree suitable work experience			
	1.2 Apply or prepare for work experience			
	1.3 State how this work experience relates to his/her employment and/or learning goals			
2. Be able to plan a journey to work	2.1 Find out relevant bus or train times (or the times of another type of public transport)			
	2.2 Decide which bus or train (or other public transport) to catch			
	2.3 Work out the time he/she needs to leave home in order to arrive at a suitable time			
3. Be able to follow requirements during the work experience	3.1 Attend suitable work experience for a minimum of fifteen hours			
	3.2 Dress appropriately			
	3.3 Follow safe working practice			
	3.4 Follow instructions to complete tasks			
	3.5 Speak to other people in a suitable manner			
4. Be able to complete a work experience review	4.1 Identify what went well			
	4.2 Describe what he/she has learned about himself/herself			
	4.3 Explain how he/she is going to build on this experience			

Unit CG39: Contributing to a team

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Be able to give reasons why effective teamwork is important	1.1 List some benefits of effective teamwork			
2. Understand how team values and procedures can vary	2.1 List different types of teams			
	2.2 Describe ways in which team members can make sure they work together effectively			
	2.3 Outline different ways of making decisions			
3. Understand the roles people may take in a teamwork situation	3.1 Give examples of formally allocated roles			
	3.2 Give examples of less formal roles			
	3.3 Identify the impact these roles could have on the way a team works and on members of the team			
4. Understand what needs to be done to achieve a team goal	4.1 Explain the overall goal of the team			
	4.2 Describe his/her own role as part of the team in a well-defined situation			
5. Be able to work with others towards achieving shared objectives in a well-defined situation	5.1 Agree an action plan of individual and group activities needed to achieve the objectives			
	5.2 Clarify action plan if necessary			
	5.3 Identify who to ask for help if she/he needs it			
	5.4 Work co-operatively			
	5.5 Receive and act on constructive criticism			
	5.6 Carry out well-defined individual and group activities as identified			
	5.7 Work safely			
6. Be aware of own contribution to	6.1 Share own views on progress with other members of the team			
	6.2 Identify how effective his/her contribution was to the team's progress			

team progress	6.3 Identify what went well and what went less well in working with others			
	6.4 Suggest ways of improving own working with others in the future			

Unit CG40: Valuing equality and diversity

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand aspects of equality	1.1 Define the term "equality"			
	1.2 List the key legislation			
	1.3 Give examples of inequality in a range of situations			
	1.4 Identify bodies who work on equality issues			
2. Understand aspects of diversity	2.1 Define the term "diversity"			
	2.2 List the key legislation			
	2.3 Give examples of positive and negative stereotyping			
	2.4 Give examples of how diversity can benefit society			
3. Understand aspects of discrimination	3.1 State the difference between discrimination and prejudice			
	3.2 List the areas of discrimination covered by legislation			
	3.3 Give an example of direct discrimination			
	3.4 Give an example of indirect discrimination			

Unit ASD10: Dealing with problems in daily life

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Know how to recognize a straightforward problem and identify ways to tackle it	1.1 Describe a straightforward problem and describe its effects			
	1.2 Suggest ways in which they might tackle the problem			
	1.3 Select a way to tackle the problem and agree it with an appropriate person			
2. Be able to plan and carry out activities to tackle a problem	2.1 Plan the activities needed to tackle the problem			
	2.2 Identify resources to help tackle the problem			
	2.3 Carry out planned activities			
3. Be able to carry out a review of their methods and the skills they used in tackling the problem	3.1 Review the approach used to tackle the problem			
	3.2 Describe what went well and what did not go so well			
	3.3 Identify whether the problem has been solved			

Unit ASD11: Environmental awareness

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment			
	1.2 Give examples of human behaviours which help the environment			
	1.3 Identify ways to raise awareness about environmental issues			
2. Demonstrate an understanding of environmental issues which affect the local area	2.1 Describe an environmental issue which has an impact on their local area			
	2.2 Identify ways in which this issue can be tackled to bring about improvements			
3. Carry out activities to help improve the environment in the local area	3.1 Describe activities that they can carry out to improve the local environment			
	3.2 Carry out at least two activities to improve the local environment			
	3.3 Describe the benefits of these activities for the local area			
	3.4 Say what actions are needed to maintain improvements in the future			

Unit ASD12: Individual rights and responsibilities

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Understand their individual rights	1.1 Give examples of their rights as an individual			
	1.2 Give examples of barriers which may prevent the exercise of their rights			
	1.3 Identify sources of support and information about rights and responsibilities and describe how these could help			
2. Understand their individual responsibilities	2.1 Identify their responsibilities to themselves			
	2.2 State their responsibilities to others			
	2.3 Demonstrate how they take responsibility for themselves			

Unit ASD13: Preparation for work

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need			
	1.2 Describe their own skills, qualities and achievements			
	1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace			
	1.4 Suggest areas for improvement			
2. Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them			
	2.2 Match their skills, qualities and achievements to a potential job role			
	2.3 Identify and prepare key information needed for an application or interview			

Unit ASD14: Working as part of a group

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand how to contribute to working as part of a group in appropriate ways	1.1 Suggest appropriate ground rules for working with others			
	1.2 Contribute to the planning of group and individual activities			
2. Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities			
	2.2 Make suggestions appropriately			
	2.3 Deal with instructions appropriately			
	2.4 Deal with feedback appropriately			
	2.5 Support others and ask for support when required			
3. Review the group's progress and their contribution to it	3.1 Review the progress the group has made in working together			
	3.2 Describe how they contributed to the work of the group			
	3.3 Describe what went well and what went less well			
	3.4 Suggest how they could improve their skills in working with others			

Unit ASD15: Working towards goals

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Be able to identify and explain their goals	1.1 Describe own strengths and what they need to improve			
	1.2 Identify at least one goal which is important for their development			
	1.3 Explain why achieving this goal is important			
	1.4 Agree the goal with an appropriate person			
2. Prepare an action plan to meet their goal	2.1 Identify the activities needed to work towards the goal			
	2.2 Identify timescales and deadlines for the achievement of the goal			
	2.3 Identify the resources needed to support them in achieving the goal			
3. Be able to review progress towards achieving their goal	3.1 Follow the activities outlined in the action plan			
	3.2 Regularly review the activities and outcomes with an appropriate person			
	3.3 Identify what has been achieved and what still needs to be done			
	3.4 Amend the action plan to reflect their progress			

Unit PE35: Career progression

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand skills and qualities needed to progress in a career	1.1 Discuss personal skills, qualities and experience relevant to career progression			
	1.2 Discuss areas of work or study that might be best suited to their personal skills, qualities or experience			
2. Understand information and guidance related to career progression	2.1 With support, identify sources of career progression information and guidance			
	2.2 From sources of information and guidance, identify different career and course options			
3. Understand the importance of career progression	3.1 Explain the importance of career progression for the individual			
	3.2 Explain the importance of career progression for others			
4. Be able to plan the next stage in their career progression	4.1 With support, identify short-term goals that will help them progress their career			
	4.2 With support, identify a realistic timeline and relevant resources for achieving the career progression goals			

Unit PE36: Developing personal skills for leadership

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Know about the main features of leadership	1.1 Identify different types of leadership			
	1.2 Outline the main features of leadership			
2. Understand how to make decisions	2.1 Identify a decision that needs to be made about a task or situation			
	2.2 Describe the step or steps needed to make the decision			
3. Understand how to give instructions to members of a group	3.1 Identify the instructions needed for members of a group to carry out an aspect of their tasks or activities			
	3.2 Give instructions to group members			
4. Understand how to give and receive feedback about a task or activity	4.1 Give examples of when they gave feedback about a task or activity to another group member			
	4.2 Give examples of when they received feedback about a task or activity from another group member			

Unit PE37: Practising leadership skills with others

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand leadership skills they could practise with others	1.1 Describe leadership skills they could practise with others			
2. Demonstrate leadership skills in a group	2.1 Discuss instances when they have demonstrated leadership skills			
3. Review their practice of leadership skills	3.1 Discuss the effectiveness of the leadership skills they have demonstrated			
	3.2 Identify one aspect that went well and one that did not go so well			

Unit PE38: Learning with Colleagues and Other Learners

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Be aware of situations where they learn with others	1.1 Describe a situation in which they learn with co-workers or other learners			
2. Know how to interact with colleagues or other learners in a learning situation	2.1 Express opinions or feelings about an aspect of their learning			
	2.2 Respond appropriately to others' opinions and feelings about an aspect of learning			
	2.3 Give and receive feedback about their learning			
3. Understand that people have preferred methods of learning	3.1 Recognise own preferred method of learning			
	3.2 Describe how this compares to others' methods of learning			
4. Be able to record progress in learning	4.1 Describe the progress they have made towards an identified learning goal			

Unit PE39: Communicating Solutions to Others

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand how to solve possible problems	1.1 With support, identify an appropriate problem that they can solve			
	1.2 Identify a way in which they can solve the problem			
2. Understand how to communicate the solution appropriately to others	2.1 Describe appropriate communication methods needed to present the solution to others			
	2.2 Identify the appropriate information that is needed to communicate the solution			
3. Communicate the solution appropriately to others	3.1 Present the solution to others in an appropriate way			
	3.2 Respond appropriately to others' views			

Unit PE40: Positive attitudes and behaviours at work

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Understand how positive attitudes and behaviours at work benefit themselves and their organisation	1.1 P1 Explain why it is important to follow an organisation's rules and procedures P2 Describe the benefits of positive attitudes and behaviours for themselves and their organisation			
2. Demonstrate a range of positive attitudes and behaviours in the workplace	2.1 P3 Interact appropriately with colleagues and customers P4 Follow organisational procedures governing attitudes and behaviours at work			
3. Evaluate their own conduct	3.1 P5 Describe what went well and what did not			

Unit PE41: Learning from more experienced people

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand a range of more experienced people with whom they could come into contact	1.1 Describe more experienced people they could come into contact with, both within and outside the workplace or place of learning			
2. Understand how they can learn from more experienced people	2.1 Describe ways in which they could learn from more experienced people			
	2.2 Describe what is helpful or not helpful about the ways they could learn from more experienced people			
3. Understand what they have learned from more experienced people	3.1 Describe skills that more experienced people have demonstrated			
	3.2 Describe how they will use these skills themselves			

Unit PE42: Building Working Relationships with Colleagues

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand why it is important to get on well with colleagues	1.1 P1 Describe different types of colleagues with whom an employee needs to interact positively at work P2 Explain why an employee needs to get on well with each type of colleague			
2. Be able to work positively with employers and/or managers	2.1 P3 Complete a task as instructed by employers and/ or managers P4 Use appropriate language and tone when communicating with employers and/or managers			
3. Be able to work positively with peers in the workplace	3.1 P5 Use appropriate language and tone when communicating with peers P6 Contribute ideas and opinions in a way that peers find acceptable P7 Carry out their own role or task in line with the agreed or designated expectations of their peers P8 Seek and accept help, guidance and feedback from peers when appropriate			

Unit PE43: Building Working Relationships with Customers

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Know that the way they present themselves makes an impression on a customer or client	1.1 Identify positive ways of presenting themselves to customers or clients including appearance, manner and language			
	1.2 Describe the possible effects of positive and negative self-presentation on a customer or client			
2. Know that organisations normally have protocols for dealing with customers or clients	2.1 Describe the basic rules in an organisation for dealing with customers or clients			
3. Interact positively with customers or clients in line with given protocols	3.1 Follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer requests			
	3.2 Demonstrate polite behaviour towards customers			
	3.3 Identify situations when it is necessary to refer the customer to another colleague or department			

Unit PE44: Solving work-related problems

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand problems/issues that arise at work	1.1 P1 Describe the main causes of problems or issues that arise at work			
2. Access sources of help	2.1 P2 Identify sources of help appropriate to a particular problem P3 Extract useful information and/or advice from these sources			
3. Understand possible solutions to workplace problems	3.1 P4 Suggest appropriate solutions to a workplace problem which draw on their own previous experience and that of others P5 Suggest appropriate solutions to a workplace problem which draw on information/ advice gained from sources of help			
4. Understand how to apply an appropriate strategy to solve a workplace problem	4.1 P6 Select an appropriate problem-solving strategy to solve a work-place problem from a range of possibilities that they have identified P7 Explain why they have chosen the problem- solving strategy P8 Explain how the problem-solving strategy selected will be put into practice in relation to a particular problem/issue			

Unit PE45: Taking notes at meetings

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Know that summaries are written for a particular audience and purpose	1.1 P1 Identify the audience and purpose for summaries			
2. Be able to distinguish between the main points and supporting detail in straightforward documents	2.1 P2 Extract the key points from a straightforward document			
3. Be able to summarise the key points of straightforward documents	3.1 P3 Produce a summary which contains the key points of the original document, has been proof read and edited for accuracy			

Unit PE46: Summarising documents

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Know that summaries are written for a particular audience and purpose	1.1 P1 Identify the audience and purpose for summaries			
2. Be able to distinguish between the main points and supporting detail in straightforward documents	2.1 P2 Extract the key points from a straightforward document			
3. Be able to summarise the key points of straightforward documents	3.1 P3 Produce a summary which contains the key points of the original document, has been proof read and edited for accuracy			

Unit PE47: Contributing to meetings

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Know the format of a meeting	1.1 P1 Outline an agenda for a meeting			
2. Know how to prepare for meetings	2.1 P2 Identify the main issues or topics to be covered at a meeting P3 List questions that may be asked at a meeting, based on the agenda and papers provided P4 Identify some potential problems that might arise in preparing for the meeting or holding the meeting			
3. Be able to contribute effectively at meetings	3.1 P5 Make an effective contribution at the meeting			

Unit PE48: Preparing for work placement

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Know about the company or organisation where they plan to do the work placement	1.1 P1 Describe the company or organisation where they plan to do the work placement			
2. Know what is expected of them during the work placement	2.1 P2 Identify the requirements for the placement, and why the requirements are necessary P3 Describe tasks they are likely to undertake in the work placement P4 Describe appropriate attitudes and behaviours for the work placement and why they are important in the workplace P5 Describe appropriate steps they could take in situations of emotional stress, difficulty or confusion during the work placement			
3. Be able to set goals to help them get the most out of the work placement	3.1 P6 Set appropriate goals for the work placement			

Unit PE49: Learning from work placement

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. P1 Produce evidence of tasks undertaken during work placement	1.1 P1 Produce evidence of tasks undertaken during work placement			
2. Understand what they learned from the work placement	2.1 P2 Using evidence from the tasks undertaken during the work placement, describe what they learned from the tasks P3 Using evidence from the tasks undertaken during the work placement, describe what they would change if they were to do the task again			
3. Be able to use learning from the tasks undertaken in the work placement to set short term goals	3.1 P4 Set short term goals which build on their learning from carrying out tasks in the work placement			

Unit PE50: Safe learning in the workplace

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Understand risks and hazards in the workplace	1.1 P1 Define hazard and risk in the workplace environment P2 Identify examples of hazard and risk in different workplace environments			
2. Know how to reduce risk of harm to self or others	2.1 P3 Discuss how aspects of personal behaviour can reduce risk of harm P4 Discuss aspects of different workplace environments which could cause harm to self or others			
3. Know procedures to deal with risks within the workplace environment	3.1 P5 Discuss procedures for reporting hazards and risks in the workplace. P6 Discuss procedures for dealing with low risk hazards in accordance with instructions			
4. Know the duties of the person responsible for health and safety in the workplace environment	4.1 P7 Discuss the duties of the person responsible for health and safety in the workplace environment			

Unit PE51: Searching for a job

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Know potential job sources	1.1 Describe different types of sources of employment available for job-seekers			
	1.2 Describe the roles/functions of these sources			
2. Know potential job roles related to their skills and interests	2.1 Match their skills and interests to potential job roles			
3. Be able to search for job vacancies	3.1 Understand the layout and format of job adverts in relation to their personal circumstances			
	3.2 Identify sources of information available for carrying out job searches			
	3.3 Select appropriate methods to search for particular job vacancies			

Unit PE52: Applying for a job

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Understand different methods of applying for jobs	1.1 Describe different methods of applying for a job			
	1.2 Describe how and when different methods of applying for a job are used			
2. Know how to complete a job application form	2.1 Identify the information needed to prepare the job application form			
	2.2 Assemble the relevant information for the job application form			
3. Be able to apply for a job using the appropriate method	3.1 Describe the conventions, formats and styles of presenting information in job applications (for either real or simulated job application)			
	3.2 Present the job application information accurately and in a suitable format			

Unit PE53: Preparing for an interview

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Know how to respond to questions they might be asked at the interview	1.1 Prepare answers to questions they might be asked at the interview			
2. Identify questions to ask which show their interest in the job, placement or course	2.1 Identify questions to ask which show their interest in the job, placement or course			
3. Plan to arrive at the interview on time	3.1 Confirm the time and place where the interview will be held			
	3.2 Plan a route and means of transport which will allow them to arrive on time			

Unit PE54: Interview skills

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Arrive in good time for the interview	1.1 Arrive in good time for the interview			
	1.2 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice			
2. Answer the interviewer's questions appropriately	2.1 Respond clearly to the questions asked by the interviewer, using language appropriate to an interview situation			
3. Understand their performance in an interview	3.1 Describe what went well and what did not			

Unit PE55: Self management skills

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand how to manage themselves in the workplace	1.1 Identify areas in which they need to manage their time appropriately			
	1.2 Describe the benefits of taking proper breaks during the working day			
2. Demonstrate self-management skills during the working day	2.1 Prioritise tasks and activities in order to achieve their daily objectives			
	2.2 Take appropriate breaks during the working day			
3. Evaluate self - management skills	3.1 Carry out a review of their performance			
	3.2 Identify what went well and what did not			

Unit NCF9: Business and customer awareness

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand the different types of business and organisations, their purposes and customers in their area.	1.1 Identify the main areas of business for 3 different types of organisations in their local area, at least one of which must be a national organisation.			
	1.2 Identify the types of customer for one local and one national organisation identified.			
2. Understand why employers might require particular attitudes from their staff in different situations.	2.1 Give 2 examples of particular attitudes employers might require from their staff in different situations.			
	2.2 State why these attitudes are important to the employer and the business or organisation.			
3. Be able to relate employer expectations to their own activities.	3.1 Identify activities they have undertaken that would meet an employer's expectations.			
	3.2 Identify the attitudes they have shown within these activities			

Unit NCF10: Understanding conflict at work

Level: 1		Evidence Type	Portfolio Ref	Comments
Credit Value: 1				
Learning Outcome	Assessment Criteria			
1. Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it.	1.1 Give 3 examples of common causes of conflict in a place of work.			
	1.2 Identify how these could be prevented.			
2. Understand employee rights in the place of work and recognise unacceptable behaviour.	2.1 Give an example of an employee right in a place of work that has been guaranteed under each of the following three areas of legislation (3 examples): a. Race Relations b. Disability Discrimination c. Equal Opportunities.			
	2.2 Give 3 examples of what would be viewed as unacceptable behaviour under the terms of these three Acts (one example per Act).			

Appendix 1: Removal of Units

Centres and learners should be aware that the following units were removed from this qualification in June 2014:

- H/500/5467 Developing own interpersonal skills
- R/500/4718 Improving assertiveness and decision making
- D/500/5306 Recognising employment opportunities
- M/500/8906 Time management skills
- K/600/3245 Use tools and equipment for a practical activity
- R/500/5321 Understanding business communication
- R/502/2863 Preparing for and learning from interviews
- F/500/5380 Developing group and teamwork communication skills

By making an amendment to the existing qualification, rather than going through the process of accreditation for a new version, WAMITAB aims to protect the interests of learners by ensuring continued provision of this pre-employment qualification that has a unique waste and recycling bias. The removal of the above units, which have had no enrolments, does not jeopardise any learner and allows the qualification to retain its value, overall character and intention.

If you have any queries regarding the above, please contact WAMITAB:

- Tel: 01604 231950
- Email: info.admin@wamitab.org.uk
- Web: www.wamitab.org.uk

Appendix 2: Qualification Structure

Learners must complete both units from the Mandatory Units Group (5 credits) and a further 7 credits from the Option Group. Learners will therefore achieve a total of 12 credits.

Mandatory Units

Ofqual Code	Title	Credits	Level	WAMITAB Unit Code
L/501/6883	Rights and responsibilities in the workplace	3	1	CG32
J/600/7805	Introduction to health and safety awareness in the workplace	2	1	CG33

Option Units

Ofqual Code	Title	Credits	Level	WAMITAB Unit Code
D/502/6219	Working Safely in the Recycling Industry	7	1	RA1.1
Y/502/6218	Maintain Effective Working Relationships in the Recycling Industry.	7	1	RA1.2
L/502/6216	Maintain Standards of Service during Recycling Activities	5	1	RA1.3
J/502/6215	Environmental Protection Within the Recycling Industry	3	1	RA1.4
R/602/2078	Manual handling, lifting and moving of loads in a waste environment	2	1	WO38
T/600/6276	Maintain personal hygiene standards when cleaning	2	1	C1.02
T/602/1263	Working with other people	2	1	WO2
Y/602/2079	Work safely at heights in a waste sector environment	5	1	WO42
F/501/6878	Planning for progression	3	1	CG34
J/501/6879	Effective skills, qualities and attitudes for learning and work	3	1	CG35
A/501/6880	Career planning and making applications	3	1	CG36
H/501/6890	Enterprise activity: producing products or services	3	1	CG37
K/501/6891	Work-based experience	3	1	CG38
A/501/6894	Contributing to a team	3	1	CG39
F/600/7804	Valuing equality and diversity	2	1	CG40
L/502/0464	Dealing with Problems in daily life	2	1	ASD10
Y/502/0659	Environmental Awareness	2	1	ASD11
K/502/0472	Individual rights and responsibilities	1	1	ASD12
J/502/0477	Preparation for work	2	1	ASD13
R/502/0465	Working as part of a group	2	1	ASD14
J/502/0463	Working towards goals	2	1	ASD15

Ofqual Code	Title	Credits	Level	WAMITAB Unit Code
J/501/5814	Career Progression	2	1	PE35
M/501/5869	Developing Personal Skills For Leadership	2	1	PE36
T/501/5808	Practising Leadership Skills with Others	2	1	PE37
K/501/5823	Learning with Colleagues and Other Learners	2	1	PE38
L/501/5961	Communicating Solutions to Others	2	1	PE39
A/501/5826	Positive Attitudes and Behaviours at Work	1	1	PE40
J/501/5828	Learning from More Experienced People	2	1	PE41
T/501/5811	Building Working Relationships with Colleagues	2	1	PE42
D/501/5821	Building Working Relationships with Customers	2	1	PE43
D/501/5849	Solving Work-Related Problems	2	1	PE44
T/501/5954	Taking Notes at Meetings	1	1	PE45
L/501/5944	Summarising Documents	1	1	PE46
A/501/5809	Contributing to Meetings	1	1	PE47
M/501/6391	Preparing for Work Placement	1	1	PE48
J/501/6395	Learning from Work Placement	2	1	PE49
R/501/6397	Safe Learning in the Workplace	1	1	PE50
L/501/5958	Searching for a Job	1	1	PE51
Y/501/5848	Applying for a Job	1	1	PE52
M/501/5824	Preparing for an Interview	1	1	PE53
R/501/5847	Interview Skills	1	1	PE54
L/501/5829	Self-Management Skills	2	1	PE55
T/502/3584	Business and Customer Awareness	2	1	NCF9
Y/502/3609	Understanding conflict at work	1	1	NCF10



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