

WAMITAB Level 2 Certificate in Principles of Sustainable Resource Management

Maximum Guided Learning Hours: 190

Total Qualification time: TBC

Total Credits: 19

Qualification Code: 501/1357/4

WAMITAB Code:

PSRM2 (General pathway)/ PSRMR2 (Reuse Pathway)



Version 4, 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 2 Certificate in Principle of Sustainable Resource Management.

- 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.

Candidate Information

Name

WAMITAB Candidate Number

Registration Date

Enrolment Date

Centre Name

Centre Address

Centre Contact

Assessor/Tutor Name

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Frequently Asked Questions

What is a qualification?

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

What is the objective of this qualification?

Learners will develop the knowledge and skills required to work in a broad range of job roles within the waste and resource management industry. This qualification is ideal for new entrants or apprentices that need to understand the underlying principles of sustainable resource management to ensure services are delivered to a high standard.

Who is it for?

- New entrants to the industry
- Long-term unemployed who wish to retrain
- Apprentices
- Experienced workers that want to improve their underpinning knowledge and understanding, or to progress in their career

What are the entry requirements of this qualification?

This qualification is open entry. This means that learners interested in undertaking the WAMITAB Level 2 Certificate in Principles of Sustainable Resource Management do not require any other qualifications or levels of attainment in order to take this qualification.

What job role could this qualification lead to or support?

This qualification is ideal for people seeking entry to the waste and resource management sector, or those who are already working and want to develop their knowledge and understanding to progress their career. It is a flexible qualification that can be tailored to meet the requirements of specific job roles in the sector or within a particular organisation – these job roles include:

- Waste/ recycling operative
- Household waste recycling operative
- Transfer station operative
- Manual/mechanical street cleaner
- Compost operative
- Waste/ recycling collection driver

Employers within the sector include local authorities, waste management companies or third sector (not for profit) organisations. This qualification will support the sector to overcome significant skills gaps as nearly one in five members of the workforce (18%) has no qualifications (UKCES, 2012).

What do I need to achieve?

To achieve this qualification, you must complete all of the mandatory units (which total 15 credits) and then choose either the 'General Pathway' or the 'Reuse Pathway'. Candidates must ensure that they adhere to the rules set for the pathway.

Mandatory Units

- How to work safely within the waste/recycling industry – AM1
- Understand Environmental Protection in the waste and recycling industry – AM2
- How to identify and resolve disagreements - AM3
- Understand the principles of the waste/recycling industry – AM4
- Understand the principles of identifying and classifying waste – AM5
- Understand the 'Duty of Care' within the waste/recycling industry – AM6
- ERR (Employment Rights and Responsibilities) in the Energy & Utility Sector - ERR

General Pathway

Optional Unit Group

The learner must achieve 4 units from this group, to attain a minimum of 4 credits.

- Understand Policy and Legislation in the waste management industry – AO1
- Understand the reasons and targets for recycling – AO2
- Understand the requirements for the transportation of waste – AO3
- Understand Management Systems – AO4
- Know about Waste Treatment Technologies – AO5
- Technical Aspects of Managing Waste and Resources – AO6
- Understand planning requirements in the waste/recycling industry – AO7
- How to identify and record Hazardous waste – AO8
- Understand Environmental Permitting in England and Wales – AO9
- Understand operational systems and procedures in the waste/recycling industry – CK1
- Know the Materials arising within the waste and recycling industry – CK2
- Know how to maintain confidentiality of information within the waste/recycling industry – CK3
- Perform street cleansing manually – C2.18
- Perform street cleansing mechanically – C2.19

Reuse Pathway

Reuse Mandatory Units

Candidates who choose the Reuse pathway must complete all units in this group.

- Understanding Customer Service in the Retail Sector – SR6
- Understanding the Retail Selling Process – SR7
- Understanding how individuals and teams contribute to the effectiveness of a retail business – SR8

Reuse Optional Group A

Candidates who choose the Reuse pathway must achieve a minimum of 4 credits from this group.

- Understand the requirements for the transportation of waste – AO3
- Understand management systems – AO4
- Understand operational systems and procedures in the waste/recycling industry – CK1
- Know the materials arising within the waste and recycling industry – CK2

Reuse Optional Group B

Candidates who choose the Reuse pathway must achieve a minimum of 2 credits from this group.

- Understanding the control, receipt and storage of stock in retail business – SR3
- Understanding retail consumer law – SR5

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 Award through an approved WAMITAB Centre. It may be your place of work, a local college or training provider. Assessment of your Award 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. However, your centre may also have some requirements that they will explain to you.

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.
- Participate in any training provided.
- Undertake the assessment.
- Comply with health and safety law and regulations.

How is this qualification assessed?

The following list represents *a range of possible assessment methods but it is not exhaustive or prescriptive*, and Centres may use any suitable method of assessing candidates' performance.

Case Studies

There are numerous types of case study that can be used, in a variety of environments, and all should allow the candidate to replicate a real-life scenario and produce appropriate outcomes.

Replication / Simulation

Replication or simulation of a business scenario can be a practical and effective tool for establishing skills and understanding where naturally occurring evidence is unavailable or infrequent. This is typically the 'last resort' option for assessment but is warranted where certain considerations apply;

- Health and safety considerations
- Infrequently occurring activities
- Activities that would cause serious inconvenience or loss to an employer
- Equality of access

Where centres use such an approach, the replication should offer a realistic working environment where the skills to be assessed are normally employed. Simulations can have high realism and authenticity but the utility may be poor.

Presentations

Candidates may present the results of some elements of their work to the assessor or to a wider audience. Questions asked by the audience can provide a further opportunity to test understanding. Presentations can also demonstrate competence in areas where communication skills are being assessed but it is important to ensure that assessment is strictly in accordance with the requirements of the standards, and that a candidate's lack of presentational skills

are not allowed to influence the assessment of outcomes to which they are not relevant.

Assignments

Candidates may undertake assignments either individually or as part of a group. The evidence from an individual assignment can readily be assessed but where group assignments are used the assessor should only accept evidence that can be attributed directly to particular candidates.

Time-Constrained Tests

Time-constrained tests may be used for the assessment of the outcomes. Such tests should be taken under supervised examination conditions using either conventional or technology-based techniques. These could include short answer or essay questions.

- **Unseen, closed-book, examinations** have a high utility and very high authenticity but poor realism.
- **Open-book examinations** improve on realism by making available standard reference sources for candidates to consult. Where this is used, expectations about what constitutes a satisfactory level or performance must be raised accordingly.
- **Pre-circulated case studies with unseen examinations** allow candidates three to six weeks to consider a case study in their own time and make notes. These notes may be taken into the examination room and referred to by the candidate when answering the unseen examination questions.

Work-Related Technical Projects

A work-related technical project could be acceptable for assessment provided that the employer requirements match the Learning Outcomes for the Unit. The project should be based on current issues relating to the work of the individual and be in line with employer needs. In addition to the formal assessment process, an important element of the assessment would be employer feedback on the project.

Assessment in the Workplace

The candidate's normal work activities may be able to provide evidence of at least some of the required outcomes and as a method of assessment has a high utility, at least as far as the candidate is concerned.

- **Direct assessor observation** where a required outcome can be covered by workplace observation there is no reason why it should not be. As an assessment method this rates highly not only for utility but also for realism and authenticity.
- **Normal outputs from work activities** in the form of reports, minutes of meetings, etc may also be used to provide evidence. While this scores highly for utility and realism, appropriate steps must be taken to ensure authenticity, especially where reports, etc are produced by a team.
- If these methods are used there must be a written statement by the assessor listing the outcomes demonstrated and the criteria used to assess effective performance.

Professional Discussion

Provides a holistic approach to assessing knowledge and understanding and is useful in determining not only what and how a candidate is performing, but also their analytical and decision-making abilities. As an assessment method, it can be one of the best ways of testing the validity and reliability of a candidate's evidence. However, it is important to bear in mind that professional discussion it is not a question and answer session and does not replace other stated methods of assessing candidate performance; rather it is a useful addition to an overall methodology. This should be done in three phases:

-
- **Planning the discussion:** The assessor needs to be clear about the purpose of using professional discussion and the required outcomes in the early stages of planning.
 - **Facilitating and assessing the discussion:** The assessor's role is to manage the process in order to allow their candidate to prove their knowledge and understanding in a supported environment but without the assessor constantly directing and leading the conversation. During the discussion, the assessor may use a number of techniques to ensure the discussion remains focused and effective – i.e. periodically summarising points covered, questioning to probe for more information or to clarify certain points of discussion.
 - **Recording Evidence:** A record of the discussion should be produced to show how the assessment criteria have been covered. There are various options for recording professional discussion; audio or video taping or paper based logging. If using an audio/video tape, it is important to agree this with the learner first to ensure they are comfortable with this method of recording. Whatever recording method is selected, the assessor needs to ensure that the evidence resulting from discussion is clearly referenced to the appropriate assessment criteria. This is important to enable effective verification.

Oral Examination

There is no single blueprint for oral examinations, but standardisation of the interview procedure is needed to ensure reliability and validity (Brown, 2001:12) whilst there also needs to be protection against the content of the questioning being compromised after the first students leave the examination. As such, WAMITAB expects that this method of assessment is used primarily to overcome literacy issues which may disadvantage those learners who would otherwise be required to sit a form of written examination. As with Professional Discussion, A record of the discussion should be produced to show how the assessment criteria have been covered and the assessor needs to ensure that the evidence resulting from discussion is clearly referenced to the appropriate assessment criteria. This is important to enable effective verification.

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

- Your tutor/assessor
 - Your qualification workbook
 - WAMITAB (01604 231950/ www.wamitab.org.uk / info.admin@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

AM1: How to work safely in the waste/recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|---|----------------------|-----------------------------|-----------------|
| Credit Value: 4 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know how to identify and deal with work-related hazards and risks in the waste/recycling industry | 1.1 Explain the term 'hazard'. | | | |
| | 1.2 Explain the term 'risk'. | | | |
| | 1.3 Provide an example of each of the following risks when working in waste and recyclables: a) the wastes and materials handled b) machinery and equipment used c) vehicles and plant d) site condition e) unsafe behaviour | | | |
| | 1.4 Describe the effect these could have on: a) self b) others | | | |
| | 1.5 Explain who is responsible for health and safety within the workplace. | | | |
| | 1.6 Identify the health and safety manager/coordinator within the workplace. | | | |
| | 1.7 Explain how to report hazards when working with waste and recyclables: a) within organisational procedures b) within legal requirements | | | |
| | 1.8 Explain why it is important to report hazards when working with waste and recyclables. | | | |
| 2. Know how to work with risk assessments when working in waste and recycling | 2.1 Explain the differences between an 'informal' and a 'formal' risk assessment. | | | |
| | 2.2 Describe a situation when an informal risk assessment would be carried out. | | | |
| | 2.3 Explain what type of risk assessment is carried out in the job role. | | | |

| | | | | |
|---|--|--|--|--|
| | 2.4 Explain how to identify in the organisation where a documented risk assessment for a specific task can be found. | | | |
| | 2.5 Describe a range of occasions when this documented risk assessment would change. | | | |
| | 2.6 Explain the responsibilities for carrying out risk assessments to include: a) informal b) formal | | | |
| | 2.7 Describe a minimum of 2 health and safety regulations relevant to the waste/recycling industry. | | | |
| 3. Know how to respond to emergencies in the workplace | 3.1 Describe a range of 'emergencies' that could occur in the workplace. | | | |
| | 3.2 Explain the organisational procedure to be followed in the event of an emergency. | | | |
| | 3.3 Name the emergency coordinator(s) within the workplace. | | | |
| | 3.4 Explain how to respond to emergency situations involving accidents to people. | | | |
| | 3.5 Explain how to respond to emergency situations involving accidents on the work site. | | | |
| | 3.6 Explain how to minimise the effect of an emergency. | | | |
| | 3.7 Explain how to use and communicate data and information. | | | |
| | 3.8 Explain how to report problems that could affect compliance with emergency procedures. | | | |
| 4. Know how and why to select and use the correct Personal Protection Equipment (PPE) within the waste/recycling industry | 4.1 Explain how to select the correct PPE for the job role. | | | |
| | 4.2 Explain why it is important to use the correct PPE in the job role. | | | |
| 5. Know how to manage the work you are given to do | 5.1 Give 3 reasons why you might not be able to do the work given to you. | | | |
| | 5.2 Explain what options you and the organisation have to enable you to do your work properly. | | | |

AM2: Understand environmental protection in the waste and recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|--|----------------------|-----------------------------|-----------------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the potential hazards to the environment when working in the waste and recycling industry | 1.1 Describe a minimum of 3 potential hazards that could have an impact on the environment. | | | |
| | 1.2 Describe the potential harm to the environment these hazards could have. | | | |
| | 1.3 Explain what an 'Environmental Risk Assessment' is. | | | |
| | 1.4 Explain 'Statutory Nuisance'. | | | |
| | 1.5 Give two examples of a 'Statutory Nuisance'. | | | |
| 2. Understand how to reduce environmental impact from waste and waste materials | 2.1 Explain a range of ways of reducing the impact on the environment when working with waste and waste materials. | | | |
| | 2.2 Explain what sustainable practices are in the waste and recycling industry. | | | |
| 3. Understand the impact of waste materials on the environment | 3.1 Provide a minimum of 2 examples of hazards to the environment that waste materials could present. | | | |
| | 3.2 Provide a minimum of 2 examples of how the risk to the environment can be minimized. | | | |
| | 3.3 Identify principle legislation regarding waste materials and the environment. | | | |
| | 3.4 Describe how the environment is protected on site. | | | |

AM3: How to identify and resolve disagreements

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know how to identify where disagreements could arise | 1.1 Provide a minimum of 2 examples of situations where a disagreement could arise. | | | |
| 2. Know how to prevent disagreements from arising | 2.1 Explain how disagreements could be prevented from arising. | | | |
| 3. Know how to resolve disagreements | 3.1 Explain how to amicably resolve disagreements. | | | |
| 4. Know what to do if a disagreement cannot be resolved | 4.1 Explain the procedure if a disagreement cannot be settled by normal processes | | | |

AM4: Understand the principles of the waste/recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 3 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the purpose of the waste and recycling industry | 1.1 Explain the purpose of the industry. | | | |
| | 1.2 Explain the core activities of the industry. | | | |
| | 1.3 Describe the policies and legislation that drives the industry. | | | |
| 2. Understand the flow of waste and other materials | 2.1 Provide a minimum of 2 examples of where waste and other materials come from. | | | |
| | 2.2 Provide a minimum of 2 examples of where waste and other materials go to. | | | |
| | 2.3 Provide 2 examples of illegal waste disposal. | | | |
| 3. Understand waste minimisation | 3.1 Explain what Waste Minimisation means. | | | |
| | 3.2 Explain what the 'Waste Hierarchy' means. | | | |
| | 3.3 Explain what Zero Waste means. | | | |

AM5: Understand the principles of identifying and classifying waste

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|--|---|----------------------|-----------------------------|-----------------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know the different categories of waste | 1.1 Explain what wastes are. | | | |
| | 1.2 Explain the different categories and definitions of waste. | | | |
| | 1.3 Summarise the waste materials in terms of type. | | | |
| | 1.4 Explain the EU Term 'Municipal'. | | | |
| 2. Understand the European Waste Codes | 2.1 Explain the purpose of the European Waste Codes. | | | |
| | 2.2 Compare the European Waste Codes and how they are derived for wastes. | | | |
| 3. Understand the difference between hazardous waste and non-hazardous waste | 3.1 Explain the different types of waste and other materials within the waste/recycling industry. | | | |
| | 3.2 Explain the type of waste and other materials worked with. | | | |
| | 3.3 Explain the types of waste and other materials handled by the organisation. | | | |
| | 3.4 Give 3 examples of: a) non-hazardous waste b) Hazardous waste | | | |
| 4. Understand circumstances when wastes would be 'unacceptable' | 4.1 Give 3 examples of when wastes would be 'unacceptable'. | | | |
| | 4.2 Explain how to identify and deal with unacceptable wastes. | | | |

AM6: Understand the 'Duty of Care' within the waste/recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the Duty Of Care regulations | 1.1 Describe the Act relating to the Duty of Care regulations and who it applies to. | | | |
| | 1.2 Describe the roles and responsibilities of each person in the waste management chain. | | | |
| 2. Understand how the Duty of Care regulations relate to the organisation | 2.1 Describe the requirements of the Duty of Care. | | | |
| | 2.2 Explain what the Duty of Care regulations mean for the organisation in terms of: a) waste transfer notes b) Hazardous waste consignment notes | | | |
| | 2.3 Explain the potential penalties for breach of Duty of Care regulations. | | | |

ERR: ERR (Employment Rights and Responsibilities) in the Energy & Utility Sector

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|--|----------------------|-----------------------------|-----------------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know employer and employee rights, responsibilities and own organisational procedures | 1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation. | | | |
| | 1.2 State importance of having employment rights and responsibilities. | | | |
| | 1.3 Describe organisational procedures for health & safety, including documentation. | | | |
| | 1.4 Describe organisational procedures for equality & diversity, including documentation. | | | |
| | 1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support. | | | |
| 2. Know factors that affect own organisation and occupation | 2.1 Describe the role played by own occupation within organisation and industry. | | | |
| | 2.2 Describe career pathways available to them. | | | |
| | 2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry. | | | |
| | 2.4 Identify sources of information and advice on own industry, occupation, training and career. | | | |
| | 2.5 Describe principles, policies and codes of practice used by own organisation and industry. | | | |
| | 2.6 Describe issues of public concern that affect own organisation and industry. | | | |

General Pathway: Optional Units

AO1: Understand Policy and Legislation in the waste management industry

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the key stakeholders within the sector; their roles and interrelationships | 1.1 Determine stakeholders relevant to the waste and resources management sector. | | | |
| | 1.2 Explain the roles and responsibilities of stakeholders in the waste and resources management industry and how their interaction will affect subsequent treatment options. | | | |
| 2. Understand which European/UK legislation/codes of practice and guidance notes are relevant to waste and resource management facilities | 2.1 Determine European/UK legislation, codes of practice and guidance notes relevant to the UK waste and resources management. | | | |
| | 2.2 Interpret the requirements of the legislation, code of practice and guidance in relation to operating a permitted wastes and resource management facility. | | | |
| | 2.3 Explain how 'waste' is defined and the use of protocols which determine when waste has ceased to be waste. | | | |
| 3. Understand what non-legislative drivers are affecting changes in wastes and resources management practices | 3.1 Determine non-legislative drivers which are affecting change in waste and resources management practices. | | | |
| | 3.2 Explain how these drivers will affect the ways waste and resources are managed in the future. | | | |
| 4. Understand why waste needs to be treated or disposed of in ways other than through landfill | 4.1 Explain the legislative targets for reduction of waste to landfill. | | | |
| | 4.2 Evaluate the environment impacts of diverting waste from landfill in relation to different hierarchy options. | | | |

AO2: Understand the reasons and targets for recycling

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|---|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the reasons for recycling | 1.1 Explain the need to recycle within: a) the local authority b) the organisation | | | |
| | 1.2 Explain where collected waste/recyclables goes to. | | | |
| 2. Understand the targets for recycling | 2.1 Describe the targets for recycling for: a) the local authority b) the organisation | | | |
| | 2.2 Explain what percentage of waste is recycled a) within the organisation b) within the local authority | | | |
| 3. Understand the Government targets for recycling | 3.1 Describe the Government targets for recycling for a) Business b) Domestic | | | |
| | 3.2 Explain the aims of the Government in terms of recycling. | | | |

AO3: Understand the requirements for the transportation of waste

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|--|----------------------|-----------------------------|-----------------|
| Credit Value: 4 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. How to check the vehicle for safety | 1.1 Explain how to check the vehicle for safety to include: a) load b) wear and tear on vehicle parts c) operation of vehicle controls and equipment d) vehicle handling | | | |
| | 1.2 Explain what constitutes a variance. | | | |
| | 1.3 Explain how to identify variances. | | | |
| | 1.4 Explain what procedure must be followed when a variance is identified. | | | |
| 2. Understand the effect loads have on a vehicle | 2.1 Explain the characteristics of a minimum of 3 different loads. | | | |
| | 2.2 Explain how these 3 loads could affect vehicle stability. | | | |
| | 2.3 Explain the consequences of overloading a vehicle in terms of: a) legal b) safety c) handling | | | |
| | 2.4 Explain safe loading procedures. | | | |
| 3. Understand the importance of containing the load | 3.1 Explain the importance of containing the load properly in terms of: a) Duty of Care b) Consequences of the loss of load | | | |
| 4. Understand how to deal with problems on the road | 4.1 Explain the procedure to follow if the vehicle is involved in: a) A breakdown b) A near miss c) An accident d) A road closure/change of route | | | |
| 5. Understand safe driving | 5.1 Explain the importance of compliance with: a) Speed limits b) Driver hours c) Use of seat belt requirements | | | |

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|--|--|--|--|--|
| | 5.2 Explain how driving could be affected by: a) Alcohol use b) Drug use c) Mobile phone use d) Driving when tired | | | |
| | 5.3 Explain the purpose of a tachograph. | | | |
| | 5.4 Explain the procedure when reversing the vehicle. | | | |
| 6. Understand how to drive efficiently | 6.1 Explain how to optimise fuel efficiency: a) With a full load b) With no load | | | |

AO4: Understand Management Systems

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|----------------------------------|--|---------------|----------------------|----------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand Management Systems | 1.1 Explain what a Management System is in terms of: a) Environmental b) Health and Safety c) Quality d) Asset | | | |
| | 1.2 Explain the activities that are covered in a Management System. | | | |
| | 1.3 Explain how management systems can be integrated with existing organisational systems. | | | |
| | 1.4 Explain the benefits of an integrated Management System. | | | |
| | 1.5 Explain the role of audit within Management systems. | | | |

AO5: Know about Waste Treatment Technologies

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|---------------|----------------------|----------|
| Credit Value: 3 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the historical, social and legal context for sustainable waste management | 1.1 Outline the history of waste management in the UK. | | | |
| | 1.2 Outline why particular disposal techniques have historically been used. | | | |
| 2. Understand physical waste management technologies | 2.1 Identify which physical waste management technologies are used by: a) the organisation b) the local authority | | | |
| | 2.2 Describe the benefits and limitations of these technologies. | | | |
| 3. Understand biological waste treatment technologies | 3.1 Identify which biological waste treatment technologies are used by: a) the organisation b) the local authority | | | |
| | 3.2 Describe the benefits and limitations of these technologies. | | | |
| 4. Understand advanced thermal waste treatment technologies | 4.1 Identify which advanced thermal waste treatment technologies are used by: a) the organisation b) the local authority | | | |
| | 4.2 Describe the benefits and limitations of these technologies. | | | |
| 5. Understand integrated treatment technologies for waste management | 5.1 Identify which integrated treatment technologies for waste management are used by: a) the organisation b) the local authority | | | |
| | 5.2 Describe the benefits and limitations of these technologies. | | | |
| 6. Know about near market technologies | 6.1 Explain what is meant by near market technologies. | | | |
| | 6.2 Provide an example of a near market technology that will impact upon: a) the organisation b) the local authority | | | |
| | 6.3 Describe the benefits and limitations of the near market technology. | | | |

AO6: Technical Aspects of Managing Waste and Resources

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|--|---|---------------|----------------------|----------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the concepts for different physical, chemical, biological and thermal treatment processes available in the UK | 1.1 Determine the different options for physical, chemical, biological and thermal treatment of wastes currently available in the UK including the option of MBT processes. | | | |
| | 1.2 Summarise the principles on which physical, chemical, biological and thermal treatment processes operate and the types of wastes they can treat. | | | |
| 2. Understand the technical, financial, political, planning and other barriers limiting the uptake of different technologies | 2.1 Explain the technical, political and financial barriers to the uptake of different technologies. | | | |
| | 2.2 Explain how the planning system can influence the development of different waste treatment technologies. | | | |
| | 2.3 Determine any further barriers that may limit the uptake of different waste treatment technologies. | | | |
| 3. Understand the importance of effective communication within the work environment including those relevant to but outside of the site boundaries | 3.1 Summarise where effective communication and consultation can benefit the site relationship with the local community. | | | |
| | 3.2 Explain how effective communication can improve relationships within the workplace. | | | |
| 4. Understand the principles and procedures for waste transfer | 4.1 Summarise the principles of waste transfer and the potential risk to the environment from the activity. | | | |
| | 4.2 Explain the procedure for waste transfer, minimizing effect on the environment. | | | |

AO7: Understand planning requirements in the waste/recycling industry

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 3 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the types of development that require planning permission in the waste/recycling industry | 1.1 Explain the types of development that require planning permission in the waste/recycling industry. | | | |
| 2. Understand the requirements of planning regulations as applied to the waste/recycling industry | 2.1 Explain the requirement of planning regulations in relation to the waste/recycling industry, to include: a) new facilities b) changes to operations | | | |
| | 2.2 Explain the purpose of planning development control. | | | |
| 3. Understand the process for gaining planning permission | 3.1 Explain the process for gaining planning permission for the following: a) new facilities b) changes to operations | | | |
| 4. Understand compliance with planning permission | 4.1 Explain how compliance with planning permission is monitored, to include: a) regularity of monitoring b) who is responsible for monitoring | | | |
| 5. Understand how planning permits are enforced | 5.1 Explain a situation when enforcement would apply. | | | |
| | 5.2 Explain who has the power to enforce planning issues. | | | |
| | 5.3 Explain the aims of enforcement. | | | |
| | 5.4 Identify 2 potential breaches of planning permission requirements. | | | |
| | 5.5 Explain the potential enforcement action that may be taken against organisations who breach planning permission requirements. | | | |

AO8: How to identify and record Hazardous waste

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|---------------|----------------------|----------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know how to identify Hazardous waste | 1.1 Explain the term 'Hazardous waste'. | | | |
| | 1.2 Identify 2 examples of Hazardous wastes. | | | |
| | 1.3 Identify 3 examples of Hazardous properties. | | | |
| | 1.4 Explain what a 'directive' waste is. | | | |
| | 1.5 Identify 2 examples of wastes that are not 'directive' wastes. | | | |
| | 1.6 Identify the Environmental Waste Catalogue codes for 3 Hazardous wastes. | | | |
| 2. Know the registration requirements as a Hazardous Waste Producer | 2.1 Explain the criteria for registering as a Hazardous Waste Producer. | | | |
| | 2.2 Explain the exemptions from registering as a Hazardous Waste Producer. | | | |
| 3. Know the requirements for Hazardous waste consignment notes | 3.1 Summarise an example of movement of hazardous waste when a Hazardous Waste Consignment note: a) is required b) is not required | | | |
| | 3.2 Summarise an example of when each of the following would be used: a) Standard Hazardous waste consignment note b) Multiple Collection consignment note c) Schedule of Carriers | | | |
| | 3.3 Explain how to obtain Hazardous waste consignment notes. | | | |
| | 3.4 Explain the terms: a) Premises code b) Consignment note code c) SIC code d) Waste Management Operation (R and D codes) | | | |
| | 3.5 Explain when it is necessary to complete Packing Group and UN identification number information. | | | |
| 4. Know the requirements for | 4.1 Explain the record keeping requirements for maintaining a register. | | | |

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| maintaining a register and keeping records | 4.2 Explain how the requirements for different people in the chain vary. To include: a) producer b) consignor c) holder d) carrier e) consignee | | | |
| | 4.3 Explain the requirements for Consignee Quarterly returns. | | | |
| | 4.4 Explain the requirements for Producer returns. | | | |

A09: Understand Environmental Permitting in England and Wales

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|---|--|----------------------|-----------------------------|-----------------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the Environmental Permitting Regulations | 1.1 Explain the purpose of the Environmental Permitting Regulations. | | | |
| | 1.2 Explain the requirements of the Environmental Permitting Regulations. | | | |
| | 1.3 Explain the terms: a) Standard Permit b) Bespoke Permit | | | |
| | 1.4 Identify examples of 2 of the available Standard Permits. | | | |
| | 1.5 Identify 2 waste exemptions categories within the regulations. | | | |
| | 1.6 Explain what is meant by a 'Fit and Proper Person'. | | | |
| 2. Understand who should apply for an Environmental Permit | 2.1 Explain who should apply for an Environmental Permit. | | | |
| 3. Understand the application process for an Environmental Permit | 3.1 Explain who you would apply to for an Environmental Permit. | | | |
| | 3.2 Explain the application process. | | | |
| | 3.3 Explain where to locate sources of information and guidance. | | | |
| 4. Understand how to amend Environmental Permits | 4.1 Explain the procedure for the following: a) making a variation to an existing permit b) transferring a permit c) surrendering a permit | | | |
| 5. Understand how Environmental Permits are enforced | 5.1 Explain the attributes considered in the Operational Risk Appraisal (OPRA) scheme. | | | |
| | 5.2 Identify two examples of circumstances which would affect the OPRA banded profile: a) Positively b) Negatively | | | |
| | 5.3 Explain the Compliance Classification Scheme (CCS) for breaches of permit conditions in terms of: a) the 4 CCS categories b) how a score could affect the organisation | | | |

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| | 5.4 Explain who has the power to enforce environmental permits. | | | |
| | 5.5 Explain the aims of enforcement. | | | |
| | 5.6 Identify 2 potential offences under the Environmental Permitting Regulations. | | | |
| | 5.7 Explain the potential enforcement action which may be taken under the Environmental Permitting Regulations. | | | |

CK1: Understand operational systems and procedures in the waste/recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|---|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand work schedules and working procedures in the waste/recycling industry | 1.1 Explain what is contained in a work schedule. | | | |
| | 1.2 Explain the importance of following a work schedule. | | | |
| | 1.3 Explain how working procedures can affect the work schedule. | | | |
| 2. Know the principles of waste/recycling handling and transfer | 2.1 Describe common handling methods used on waste/recycling to include: a) terminology used b) collection; transfer; treatment; disposal methods c) machinery used d) equipment used | | | |
| 3. Know and understand the organisational policies about protecting the environment and self | 3.1 Describe the organisational policies that are about protecting the environment. | | | |
| | 3.2 Describe the organisational policies that are about protecting: a) self b) others | | | |
| | 3.3 Explain what could happen if these organisational policies were not correctly followed. | | | |
| 4. Know and understand the organisational policies about proper behaviour in the workplace in the waste and recycling industry | 4.1 Describe the organisational policies that are about behaving professionally in the job role to include policies relating to: a) smoking b) eating c) drinking d) drugs | | | |
| | 4.2 Explain the importance of correctly following organisational policies. | | | |
| | 4.3 Explain what could happen if these organisational policies were not followed correctly. | | | |

CK2: Know the Materials arising within the waste and recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know the Materials arising within the waste/recycling industry | 1.1 Describe a minimum of 3 different types of waste and other materials within the waste/recycling industry. | | | |
| | 1.2 Explain the type of waste and other materials worked with. | | | |
| | 1.3 Explain the types of waste and other materials handled by the organization. | | | |
| | 1.4 Explain how to identify unacceptable wastes. | | | |
| | 1.5 Explain the regulations that cover: a) recyclables b) waste c) Hazardous waste | | | |
| | 1.6 Explain how wastes can be treated in relation to the waste hierarchy. | | | |
| | 1.7 Explain how 2 types of recyclables are used subsequently. | | | |

CK3: Know how to maintain confidentiality of information within the waste/recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|--|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know how to maintain confidentiality of information in the waste and recycling industry | 1.1 Explain what information is permitted to be passed on to others. | | | |
| | 1.2 Explain what information is not permitted to be passed on to others. | | | |
| | 1.3 Explain why some information is confidential and give 2 examples. | | | |

C2.18: Perform street cleansing manually

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|--|---------------|----------------------|----------|
| Credit Value: 3 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. understand how to remove litter, detritus and debris from grounds | 1.1 list the permits and checks that may be required for the task | | | |
| | 1.2 describe factors which should be taken into account when identifying litter, detritus and debris | | | |
| | 1.3 describe organisational requirements for reporting items that may present a risk to health and safety | | | |
| | 1.4 state the importance of wearing the required personal protective equipment and for others to see it being worn | | | |
| | 1.5 state different types of equipment for removal of litter, detritus and debris | | | |
| | 1.6 describe how to identify the correct equipment for the type of litter, detritus and debris | | | |
| | 1.7 describe actions that need to be taken in order to deal with hazardous debris and detritus | | | |
| | 1.8 state why mobile equipment should be secured | | | |
| | 1.9 state the consequences of not securing mobile equipment | | | |
| | 1.10 state the importance of segregating litter and putting into the correct container/location | | | |
| | 1.11 state the importance of ensuring the work area is left free of litter, detritus and debris | | | |
| | 1.12 state the organisational requirements for reporting when work has been completed | | | |
| (continued from Learning Outcome 1.../) | 1.13 state the importance of adhering to organisational requirements for reporting when work has been completed | | | |
| 2. understand how to maintain waste | 2.1 describe where information on the number and location of waste collection points can be found | | | |

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| | 2.2 state types of hazardous debris and detritus | | | |
| | 2.3 describe actions that need to be taken in order to deal with hazardous debris and detritus | | | |
| | 2.4 describe how to operate equipment safely | | | |
| | 2.5 describe the organisational requirements for emptying containers | | | |
| | 2.6 describe how to identify when containers need replacing | | | |
| | 2.7 describe the organisational requirements for reporting problems | | | |
| | 3. be able to remove litter, detritus and debris from grounds | 3.1 confirm with the appropriate person the area to be cleaned | | |
| 3.2 select and wear appropriate personal protective equipment for the task | | | | |
| 3.3 select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area | | | | |
| 3.4 use equipment safely following organisational requirements | | | | |
| 3.5 use the correct method for removing litter from the ground surface | | | | |
| 3.6 secure mobile equipment when not in use | | | | |
| 3.7 segregate litter and put in correct container/location | | | | |
| 3.8 transfer waste to the correct collection points | | | | |
| 4. be able to maintain waste collection points | 4.1 identify the number and location of the waste collection points | | | |
| | 4.2 identify waste that needs specialist treatment or handling | | | |
| | 4.3 follow organisational requirements for dealing with waste that requires specialist treatment or handling | | | |
| | 4.4 empty containers and replace as necessary | | | |
| | 4.5 leave the area clean and tidy | | | |
| | 4.6 report any problems following organisational requirements | | | |
| | 4.7 return equipment to the correct place and store securely | | | |
| | 4.8 report that work has been completed | | | |

C2.19: Perform street cleansing mechanically

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|--|---------------|----------------------|----------|
| Credit Value: 4 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. understand how to remove litter, detritus and debris | 1.1 list the permits and checks that may be required for the task | | | |
| | 1.2 describe factors which should be taken into account when identifying litter, detritus and debris | | | |
| | 1.3 describe organisational requirements for reporting items that may present a risk to health and safety | | | |
| | 1.4 state the importance of wearing the required personal protective equipment and for others to see it being worn | | | |
| | 1.5 state types of hazardous debris and detritus | | | |
| | 1.6 describe actions that need to be taken in order to deal with hazardous debris and detritus | | | |
| 2. understand how to operate vehicles, equipment and machinery | 2.1 state the level of legal and organisational authority needed to operate the vehicle or machinery | | | |
| | 2.2 state how the legal and organisational authority would be obtained | | | |
| | 2.3 state the types of personal protective equipment required for: <ul style="list-style-type: none"> • vehicles • equipment and machinery • working conditions | | | |
| | 2.4 describe how to check that the vehicles and machinery have sufficient resources | | | |
| | 2.5 state where additional resources can be obtained | | | |
| | 2.6 state the organisational requirements for reporting faults with vehicles, equipment and machinery | | | |
| | 2.7 state the importance of operating vehicles, equipment and machinery safely | | | |
| | 2.8 state the importance of securing mechanical equipment | | | |
| 3. understand how to deal with collected waste | 3.1 state types of spillage that can occur | | | |
| | 3.2 describe how to check that spillages have been treated correctly | | | |

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| | 3.3 describe the organisational requirements for reporting problems | | | |
| | 3.4 state the location of the designated collection points for waste | | | |
| | 3.5 describe how to discharge and dispose of collected waste safely | | | |
| | 3.6 explain the legal and organisational requirements that must be followed when disposing of waste | | | |
| | 3.7 state the organisational requirements for reporting when work has been completed | | | |
| | 3.8 state the importance of adhering to organisational requirements for reporting when work has been completed | | | |
| 4. know how to clean and store vehicles, equipment and machinery | 4.1 state the designated location for cleaning vehicles, equipment and machinery | | | |
| | 4.2 describe the methods for cleaning vehicles, equipment and machinery | | | |
| | 4.3 state the location of the storage areas for vehicles, equipment and machinery | | | |
| | 4.4 state the importance of leaving storage areas secure | | | |
| 5. be able to remove litter and detritus | 5.1 confirm with the appropriate person the area to be cleaned | | | |
| | 5.2 select the: <ul style="list-style-type: none"> • vehicle • equipment and machinery • cleaning methods suitable for the litter, detritus and surfaces to be cleaned | | | |
| | 5.3 confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery | | | |
| | 5.4 select and wear personal protective equipment appropriate for the: <ul style="list-style-type: none"> • vehicle • equipment and machinery • working conditions | | | |
| | 5.5 ensure that vehicles and machinery have sufficient resources | | | |
| | 5.6 report faults with vehicles, equipment and machinery | | | |

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|---|--|--|--|--|
| | 5.7 use appropriate methods for removing litter detritus and debris according to: <ul style="list-style-type: none"> • type of litter, detritus and debris • equipment and machinery • vehicles • working conditions | | | |
| | 5.8 operate vehicles, equipment and machinery safely following organisational requirements | | | |
| | 5.9 secure vehicles and machinery when not in use | | | |
| | 5.10 carry out work to allow maximum clearance of litter, detritus and debris considering working conditions | | | |
| 6. be able to deal with collected waste | 6.1 ensure spillages are treated correctly before removing them | | | |
| | 6.2 report any problems following organisational requirements | | | |
| | 6.3 transfer collected waste to the designated collection point | | | |
| | 6.4 discharge and dispose of waste in line with legal and organisational requirements | | | |
| | 6.5 leave the waste hopper empty | | | |
| 7. be able to clean and store vehicles, equipment and machinery | 7.1 clean vehicles, equipment and machinery once work is completed | | | |
| | 7.2 return vehicles, equipment and machinery to the correct place and store securely | | | |
| | 7.3 report that work has been completed | | | |

Reuse Pathway: Mandatory Units

SR6: Understanding customer service in the retail sector

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|--|----------------------|-----------------------------|-----------------|
| Credit Value: 3 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the effect of customer service on retail business | 1.1 Describe the key features of excellent customer service | | | |
| | 1.2 Describe how excellent customer service affects a retail business | | | |
| | 1.3 Describe the key features of unsatisfactory customer service | | | |
| | 1.4 Describe how unsatisfactory customer service affects a retail business | | | |
| | 1.5 Describe the main methods used by retail businesses to maintain and increase customer loyalty | | | |
| 2. Understand how retail businesses find out about customers' needs and preferences | 2.1 Describe methods of approaching customers on the sales floor and the questioning and listening techniques for finding out what customers are looking for | | | |
| | 2.2 Describe how customer feedback is collected and used to improve customer service | | | |
| 3. Understand the importance to a retail business of customer service standards, policies and procedures | 3.1 Explain the difference between customer service standards, customer service policies and customer service procedures | | | |
| | 3.2 Describe the benefits to the customer of customer service standards, policies and procedures | | | |
| | 3.3 Describe the benefits to retail businesses of customer service standards, policies and procedures | | | |
| 4. Understand how customer complaints and problems are resolved in a retail business | 4.1 Describe the main types of customer complaints and problems | | | |
| | 4.2 Describe techniques for listening to customers expressing concerns about a product or service, and for reassuring customers that their concerns have been heard and understood | | | |
| | 4.3 Describe the key stages in resolving complaints to the customers' satisfaction | | | |

SR7: Understanding the retail selling process

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the five steps of the selling model | 1.1 Outline the five steps of the selling model | | | |
| | 1.2 Explain why an effective rapport needs to be created with customers | | | |
| | 1.3 Explain the importance of effective questioning to the sales process | | | |
| | 1.4 Explain how linking benefits to product features helps to promote sales | | | |
| | 1.5 Explain why products must be matched to customers' needs | | | |
| | 1.6 Explain the importance of closing the sale | | | |
| 2. Understand how questions are used to identify customers' needs | 2.1 Define 'open' and 'closed' questions and state the purpose of each in the selling process | | | |
| | 2.2 Define what is meant by 'probing' questions and state the purpose of these in the selling process | | | |
| | 2.3 Identify questions which can be used to establish sales opportunities | | | |
| 3. Understand the benefits and uses of product knowledge | 3.1 Explain how comprehensive and up-to-date product knowledge can be used to promote sales | | | |
| | 3.2 Describe how the features and benefits of products can be identified and matched to customers' needs | | | |
| | 3.3 Describe a range of methods for keeping product knowledge up-to-date | | | |
| 4. Understand how sales are closed | 4.1 State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for | | | |
| | 4.2 Describe the main ways of closing sales | | | |

SR8: Understanding how individuals and teams contribute to the effectiveness of a retail business

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|--|----------------------|-----------------------------|-----------------|
| Credit Value: 3 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know the employment rights and responsibilities of an employee and the employer | 1.1 State the key requirements in a contract of employment in retail business | | | |
| | 1.2 State which organisations are able to help individuals in the cases of violation of employee rights | | | |
| | 1.3 State the key areas covered by 'equality' legislation | | | |
| | 1.4 State the purpose of laws that promote equality within the workplace | | | |
| | 1.5 Define diversity in relation to promoting equality and diversity within the workplace | | | |
| 2. Understand the importance and characteristics of effective team work in retail business | 2.1 Explain what is meant by 'team work' in retail business | | | |
| | 2.2 Describe the benefits that team work can bring to team members and to retail business as a whole | | | |
| | 2.3 Describe the general qualities and abilities required to be an effective member of a team in retail business | | | |
| 3. Understand the impact of effective communication skills when working in a retail team | 3.1 Describe the relevance and importance of communication skills in clarifying and resolving misunderstandings | | | |
| | 3.2 Describe effective methods of communication used within teams | | | |
| | 3.3 Describe how poor communication skills can affect a team's performance | | | |
| 4. Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations | 4.1 Describe broad functional teams in retail and identify the different job roles and career pathways within these | | | |
| | 4.2 Describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business | | | |
| 5. Understand how to improve personal performance | 5.1 Explain the benefit to individual employees and the retail business as a whole of a personal development plan | | | |
| | 5.2 Describe the range of methods available to identify own learning needs | | | |

| | | | | |
|--|--|--|--|--|
| | 5.3 Explain the main learning styles and state which learning methods and activities suit each style | | | |
| | 5.4 Understand how personal performance contributes to business success | | | |
| 6. Understand how personal performance contributes to business success | 6.1 Explain how a team's goals impact on the roles and responsibilities of individual team members | | | |
| | 6.2 Explain how a team's goals impact on the roles and responsibilities of individual team members | | | |
| | 6.3 Describe the benefits to the retail business of identifying more effective ways of working | | | |

Reuse Pathway: Optional Unit Group A

AO3: Understand the requirements for the transportation of waste

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|---|--|----------------------|-----------------------------|-----------------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. How to check the vehicle for safety | 1.1 Explain how to check the vehicle for safety to include: a) load b) wear and tear on vehicle parts c) operation of vehicle controls and equipment d) vehicle handling | | | |
| | 1.2 Explain what constitutes a variance. | | | |
| | 1.3 Explain how to identify variances. | | | |
| | 1.4 Explain what procedure must be followed when a variance is identified. | | | |
| 2. Understand the effect loads have on a vehicle | 2.1 Explain the characteristics of a minimum of 3 different loads. | | | |
| | 2.2 Explain how these 3 loads could affect vehicle stability. | | | |
| | 2.3 Explain the consequences of overloading a vehicle in terms of: a) legal b) safety c) handling | | | |
| | 2.4 Explain safe loading procedures. | | | |
| 3. Understand the importance of containing the load | 3.1 Explain the importance of containing the load properly in terms of: a) Duty of Care b) Consequences of the loss of load | | | |
| 4. Understand how to deal with problems on the road | 4.1 Explain the procedure to follow if the vehicle is involved in: a) A breakdown b) A near miss c) An accident d) A road closure/change of route | | | |
| 5. Understand safe driving | 5.1 Explain the importance of compliance with: a) Speed limits b) Driver hours c) Use of seat belt requirements | | | |

| | | | | |
|--|--|--|--|--|
| | 5.2 Explain how driving could be affected by: a) Alcohol use b) Drug use c) Mobile phone use d) Driving when tired | | | |
| | 5.3 Explain the purpose of a tachograph. | | | |
| | 5.4 Explain the procedure when reversing the vehicle. | | | |
| 6. Understand how to drive efficiently | 6.1 Explain how to optimise fuel efficiency: a) With a full load b) With no load | | | |

A04: Understand Management Systems

| Level: 3 | | Evidence Type | Portfolio Ref Number | Comments |
|----------------------------------|--|---------------|----------------------|----------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand Management Systems | 1.1 Explain what a Management System is in terms of: a) Environmental b) Health and Safety c) Quality d) Asset | | | |
| | 1.2 Explain the activities that are covered in a Management System. | | | |
| | 1.3 Explain how management systems can be integrated with existing organisational systems. | | | |
| | 1.4 Explain the benefits of an integrated Management System. | | | |
| | 1.5 Explain the role of audit within Management systems. | | | |

CK1: Understand operational systems and procedures in the waste/recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|--|---|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand work schedules and working procedures in the waste/recycling industry | 1.1 Explain what is contained in a work schedule. | | | |
| | 1.2 Explain the importance of following a work schedule. | | | |
| | 1.3 Explain how working procedures can affect the work schedule. | | | |
| 2. Know the principles of waste/recycling handling and transfer | 2.1 Describe common handling methods used on waste/recycling to include: a) terminology used b) collection; transfer; treatment; disposal methods c) machinery used d) equipment used | | | |
| 3. Know and understand the organisational policies about protecting the environment and self | 3.1 Describe the organisational policies that are about protecting the environment. | | | |
| | 3.2 Describe the organisational policies that are about protecting: a) self b) others | | | |
| | 3.3 Explain what could happen if these organisational policies were not correctly followed. | | | |
| 4. Know and understand the organisational policies about proper behaviour in the workplace in the waste and recycling industry | 4.1 Describe the organisational policies that are about behaving professionally in the job role to include policies relating to: a) smoking b) eating c) drinking d) drugs | | | |
| | 4.2 Explain the importance of correctly following organisational policies. | | | |
| | 4.3 Explain what could happen if these organisational policies were not followed correctly. | | | |

CK2: Know the Materials arising within the waste and recycling industry

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 1 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Know the Materials arising within the waste/recycling industry | 1.1 Describe a minimum of 3 different types of waste and other materials within the waste/recycling industry. | | | |
| | 1.2 Explain the type of waste and other materials worked with. | | | |
| | 1.3 Explain the types of waste and other materials handled by the organization. | | | |
| | 1.4 Explain how to identify unacceptable wastes. | | | |
| | 1.5 Explain the regulations that cover: a) recyclables b) waste c) Hazardous waste | | | |
| | 1.6 Explain how wastes can be treated in relation to the waste hierarchy. | | | |
| | 1.7 Explain how 2 types of recyclables are used subsequently. | | | |

Reuse Pathway: Optional Unit Group B

SR3: Understanding the control, receipt and storage of stock in a retail business

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|--|----------------------|-----------------------------|-----------------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand the importance of having the right stock levels | 1.1 Describe the purpose of stock control | | | |
| | 1.2 Describe the consequences of inaccurate paperwork relating to stock | | | |
| | 1.3 Describe how stock levels are maintained and the consequences to the business of not carrying the right levels of stock | | | |
| 2. Understand how goods are received on the premises of a retail business | 2.1 Explain why it is important to know what goods are expected and when they are due to arrive | | | |
| | 2.2 Describe how to prepare the receiving area for goods delivery | | | |
| | 2.3 Explain why it is important to check the quality and quantity of the goods received | | | |
| | 2.4 Describe the procedures for reporting and recording: <ul style="list-style-type: none"> • variations in the quantities of goods received • defects in quality, such as damage or breakages | | | |
| | 2.5 State what personal protective equipment should be used within the goods delivery area | | | |
| 3. Understand how stock should be stored to prevent damage or loss | 3.1 Describe the methods of storing stock | | | |
| | 3.2 Describe stock handling techniques which prevent damage and loss | | | |
| | 3.3 Explain why the quality of stock should be checked regularly and state the possible reasons why stock may deteriorate in storage | | | |
| | 3.4 Explain why stock should be stored in order of receipt and describe how this is done | | | |

SR5: Understanding retail consumer law

| Level: 2 | | Evidence Type | Portfolio Ref Number | Comments |
|---|---|----------------------|-----------------------------|-----------------|
| Credit Value: 2 | | | | |
| Learning Outcome | Assessment Criteria | | | |
| 1. Understand how consumer legislation protects the rights of customers | 1.1 State the purpose of consumer legislation in relation to retail | | | |
| | 1.2 Describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation, and merchantable quality | | | |
| 2. Know the main provisions for the protection of consumers from unfair trading practices | 2.1 Describe the provisions in place to protect consumers from unfair trading practices | | | |
| | 2.2 Describe retail employees' responsibilities in ensuring fair trading practices | | | |
| 3. Know the main provisions of consumer credit legislation in relation to retail | 3.1 Describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers | | | |
| 4. Know the main provisions of data protection legislation in relation to retail | 4.1 Describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation | | | |
| 5. Know the main provisions of the law relating to the sale of licensed and age-restricted products | 5.1 Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods | | | |
| | 5.2 Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods | | | |
| 6. Understand the consequences for businesses and employees of contravening retail law | 6.1 Describe the legal consequences for businesses and employees of contravening retail law | | | |
| | 6.2 Describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law | | | |

Appendix 1: Qualification Summary

To achieve this qualification a learner must complete all of the mandatory units (which total 15 credits) and then choose either the General Pathway or the Reuse Pathway.

Learners who choose the General Pathway must achieve at least four other units from the General Pathway Optional Group.

Learners who choose the Reuse Pathway must complete all the Reuse Mandatory Units, at least 4 credits from the Reuse Optional Group 1 and at least 2 credits from Reuse Optional Group 2.

Minimum credit value is 19.

Mandatory units

Learners must complete and achieve all of the units in this group.

| Ofqual Code | Unit Title | Credit Value | Credit Level | WAMITAB Code |
|-------------|---|--------------|--------------|--------------|
| R/602/0511 | How to work safely within the waste/recycling industry | 4 | 2 | AM1 |
| Y/602/0512 | Understand Environmental Protection in the waste and recycling industry | 2 | 2 | AM2 |
| D/602/0513 | How to identify and resolve disagreements | 1 | 2 | AM3 |
| H/602/0514 | Understand the principles of the waste/recycling industry | 3 | 2 | AM4 |
| T/602/0419 | Understand the principles of identifying and classifying waste | 2 | 3 | AM5 |
| K/602/0515 | Understand the 'Duty of Care' within the waste/recycling industry | 1 | 2 | AM6 |
| R/602/2775 | ERR (Employment Rights and Responsibilities) in the Energy & Utility Sector | 2 | 2 | ERR |

General Pathway (PSRM2)

Optional Unit Group B

Learners must achieve at least four units from this group.

| Ofqual Code | Unit Title | Credit Value | Credit Level | WAMITAB Code |
|-------------|---|--------------|--------------|--------------|
| K/602/0420 | Understand Policy and Legislation in the waste management industry | 1 | 3 | AO1 |
| M/602/0516 | Understand the reasons and targets for recycling | 1 | 2 | AO2 |
| M/602/0421 | Understand the requirements for the transportation of waste | 2 | 3 | AO3 |
| T/602/0436 | Understand Management Systems | 2 | 3 | AO4 |
| T/602/0517 | Know about Waste Treatment Technologies | 3 | 3 | AO5 |
| H/602/0433 | Technical Aspects of Managing Waste and Resources | 2 | 3 | AO6 |
| J/602/0439 | Understand planning requirements in the waste/recycling industry | 3 | 3 | AO7 |
| M/602/0435 | How to identify and record Hazardous waste | 2 | 3 | AO8 |
| K/602/0434 | Understand Environmental Permitting in England and Wales | 2 | 3 | AO9 |
| A/602/0440 | Understand operational systems and procedures in the waste/recycling industry | 1 | 2 | CK1 |

| | | | | |
|------------|---|---|---|-------|
| A/602/0437 | Know the Materials arising within the waste and recycling industry | 1 | 2 | CK2 |
| F/602/0438 | Know how to maintain confidentiality of information within the waste/recycling industry | 1 | 2 | CK3 |
| F/600/6345 | Perform street cleansing manually | 3 | 2 | C2.18 |
| J/600/6346 | Perform street cleansing mechanically | 4 | 2 | C2.19 |

Reuse Pathway (PSRMR2)**Mandatory units**

Learners must complete and achieve all of the units in this group.

| Ofqual Code | Unit Title | Credit Value | Credit Level | WAMITAB Code |
|-------------|---|--------------|--------------|--------------|
| M/502/5821 | Understanding customer service in the retail sector | 3 | 2 | SR6 |
| A/502/5806 | Understanding the retail selling process | 2 | 2 | SR7 |
| J/502/5789 | Understanding how individuals and team contribute to the effectiveness of a retail business | 3 | 2 | SR8 |

Optional Unit Group 1

Learners must achieve at least 4 credits from this group.

| Ofqual Code | Unit Title | Credit Value | Credit Level | WAMITAB Code |
|-------------|--|--------------|--------------|--------------|
| M/602/0421 | Understanding the requirement for the transportation of waste | 2 | 3 | AO3 |
| T/602/0436 | Understand management systems | 2 | 3 | AO4 |
| A/602/0440 | Understanding operational systems and procedures in the waste/recycling industry | 1 | 2 | CK1 |
| A/602/0437 | Know the materials arising within the waste and recycling industry | 1 | 2 | CK2 |

Optional Unit Group 2

Learners must achieve at least 2 credits from this group.

| Ofqual Code | Unit Title | Credit Value | Credit Level | WAMITAB Code |
|-------------|--|--------------|--------------|--------------|
| F/502/5810 | Understanding the control, receipt and storage of stock in retail business | 2 | 2 | SR3 |
| D/502/5801 | Understanding retail consumer law | 2 | 2 | SR5 |



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Qualification Code: 501/1357/4

WAMITAB Code:

PSRM2 (General pathway)/ PSRMR2 (Reuse Pathway)

Version 4, December 2016