

# Waste Resources Operative Apprenticeship Standard (ST0545)

## Level 2

### End-Point Assessment Plan

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## 1. INTRODUCTION

The Waste Resources Operative covers a number of roles and responsibilities in the collection, transport, processing, disposal and recycling of waste and recyclables. The Waste Resources Operative may work at a number of different sites and locations including Household Waste Recycling Centre, Materials Recycling Facility, Transfer Stations, Trade Waste Collection, Energy Recovery Facilities, Anaerobic Digestion Facilities, Composting Facilities, Re-processors and Municipal Waste Collection.

Typically, a Waste Resource Operative will be responsible for handling and checking incoming wastes, identifying non-conforming wastes, sorting wastes into different waste types and preparing wastes and recyclables for processing. The role will also include the manual and mechanical collection and handling of waste and recyclables, and can include liaison with the public, waste producers, carriers and other stakeholders.

The Waste Resource Operative needs to have an understanding of the principles of waste and recycling. This will include identifying waste and recyclables, sorting and segregation, treatment options, duty of care and health, safety, quality and environmental issues.

This document sets out the requirements and processes for the End Point Assessment (EPA) of the Level 2 Waste Resources Operative (WRO) Apprenticeship Standard.

This document is designed for employers, apprentices, training providers and end-point assessment organisations (EPAO), and should be read in conjunction with the approved apprenticeship standard.

The level 2 WRO Apprenticeship standard will require a minimum period of learning of 12 months, prior to the EPA.

This document has been designed to ensure that:

- Apprentices meet the skills, knowledge and behaviours as defined within the standard.
- The EPA is appropriate, feasible and consistent.
- The process adds value for both the apprentice and employer.

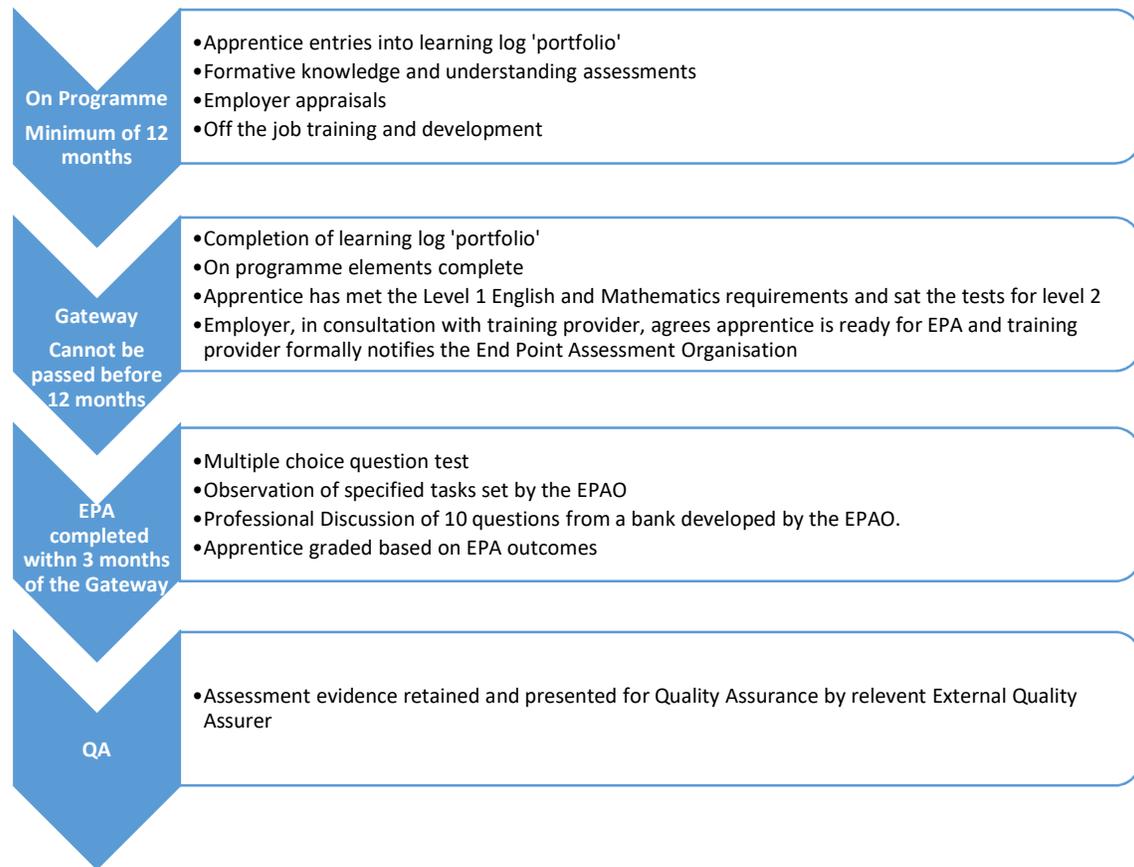
This apprenticeship standard covers broad and diverse employers and industries; therefore, the method of assessment has been designed to ensure it is applicable across a range of contexts.

The assessment process:

- Will build on and complement the on-programme learning and development.
- Should encourage continuing professional development.
- Should position the apprenticeship as a starting point for a career and encourage apprentices to explore progression opportunities.

Based on evidence generated from a structured learning programme, the employer will formally notify the EPAO when the apprentice is ready to progress through the Gateway for EPA.

## Summary of Apprenticeship Activity



## 2. STRUCTURED LEARNING (LEARNING LOG)

The EPA is the culmination of a 12 month apprenticeship programme. During this programme the apprentice will learn a wide range of skills and knowledge, as well as experiencing incidents and scenarios, which will not occur during the EPA. As part of their Professional Discussion the apprentice will need to be able to draw on what they have learnt and experienced over the 12 month programme. Therefore, it will be a mandatory requirement that the learning is structured in such a way that apprentices are able to accurately record evidence of their competencies in a Learning Log. This will enable the end point assessor to be able to review it objectively, and although not assessed formally as part of EPA it will allow the assessor to select questions for professional discussion from a template of questions provided by the EPAO. Apprentices will be expected to submit this learning log at Gateway, prior to EPA so the assessor may review it and select relevant areas to question the apprentice on further during the professional discussion.

### 2.1 Learning Log

Using a Learning Log, will help to show how the apprentice has worked towards the achievement of competence across the standard and how their knowledge, skills and behaviours have developed during their apprenticeship.

The Learning Log must:

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- Focus on personal development.
- Include reference to the relevant job role.
- Include evidence of the skills and competencies the apprentice has developed on-programme.
- Help prepare them for the workplace.
- Have total coverage of the full knowledge, skills and behaviours even if the apprentice's daily job doesn't cover specific tasks or types of waste.

The Learning Log must be based on the Apprenticeship Standard. It should be used by the apprentice to assess themselves against the criteria in the standard, review their effectiveness and identify how to make improvements to their knowledge, skills and behaviours. Where elements identified for observation cannot be learnt through the learner's job role, it is recommended that the apprentice is given opportunities to learn about or experience these areas as part of their 20% off the job training. These experiences should be recorded in the learning log as they could be used within the professional discussion.

The Learning Log should be compiled by the apprentice from the start of their programme and added as evidence arises.

### 2.1.1 Collecting Evidence

The learning log should include evidence from all areas identified in Appendix A for the professional discussion. This will allow the apprentice to gather evidence of their experiences and achievements, which could include:

- Work product evidence, demonstrating what the apprentice has generated 'on the job'.
- Observation report undertaken by a 3rd party (e.g. a line manager, independent assessor, or other workplace stakeholder).
- Completed observational checklists and related action plans.
- Witness testimony.
- Worksheets.
- Assignments/projects/reports.
- Videos and photographs
- Record of any formal discussions (e.g. professional discussion, performance review).
- Record of oral and written questioning.

Reflective accounts and self evaluation should not be included.

## 3. READINESS FOR END POINT ASSESSMENT (GATEWAY)

The EPA is synoptic, that is, it takes an overview of an apprentice's competence. It is important therefore, that this should only take place when the employer is confident that the apprentice has met all the knowledge, skills and behaviours as set out in the standard. Once the employer is satisfied the apprentice has demonstrated full competence and that all criteria of the standard have been met, the apprentice can progress to EPA via the Gateway. The gateway is when the training provider formally confirms to the EPAO that the apprentice is ready to progress to EPA. The decision must be formally recorded by the EPAO and they must check all relevant documentation has been provided, fully completed.

Apprentices must demonstrate to employers that they have met the following criteria and are ready for EPA:

- Achieved a minimum Level 1 English and Maths and sat the tests for level 2 (For those with an education, health and care plan or a legacy statement, the apprenticeships English and Maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language) .
- Satisfactory completion of the structured training agreed with the apprentice and a declaration that the required 20% off the job training has been completed. It is expected that the 20% off the job training will be recorded on a separate log.
- Satisfactory completion of the Learning Log allowing the apprentice to consistently demonstrate the knowledge, skills and behaviours across the full criteria set out in the Apprenticeship Standard.

An apprentice should not be recommended for EPA until they are ready, and appropriate remediation support should be in place for those who struggle to meet the minimum requirements.

#### 4. COMPONENTS OF END POINT ASSESSMENT

The EPA uses the following three methods of assessment:

- Multiple Choice Question Test – focussed on the apprentice’s knowledge of health, safety and environmental protection.
- Observation - Primarily focused on the apprentice’s skills and behaviours, but also covering knowledge which is implicit through their demonstration.
- Professional Discussion - Primarily focused on the apprentice’s knowledge and understanding to test the content of the learning log; with questions selected by the assessor from a template set by the EPAO.

The EPA should take place within three months of the employer confirming the apprentice has passed through the gateway. The EPA may be completed over this period to accommodate work scheduling and cost-effective planning; however, it will normally be completed over a one or two day period.

| Assessment Methods for End Point Assessment                                   | Grading  |
|---|--|
| Multiple Choice Question Test (MCQ) 30 questions each worth 1 mark            | <b>Fail:</b> Less than 19 marks<br><b>Pass:</b> Between 19 and 25 marks<br><b>Distinction:</b> Over 25 marks   |
| Observation in the workplace, with supporting Question and Answer (OBS)       | <b>Fail:</b> Health & Safety breach, or does not meet the pass criteria for all required areas<br><b>Pass:</b> Meets the pass criteria for all required areas<br><b>Distinction:</b> Meets the additional requirements on all the areas that are identified as able to achieve a distinction |
| Professional Discussion (PD)(which will test the content of the learning log) | <b>Fail:</b> Does not meet the pass criteria for all required areas<br><b>Pass:</b> Meets the pass criteria for all required areas   |

|  |   |
|--|---|
|  | <b>Distinction:</b> Meets the additional requirements on all the areas that are identified as able to achieve a distinction |
|--|---|

The apprentice will be required to achieve a Pass in all elements of the EPA to achieve a Pass overall. The apprentice will be required to achieve a Distinction in all elements of the EPA to achieve a Distinction overall.

See appendix A for details of which assessment method will be used to assess each element of the Apprenticeship Standard.

#### 4.1 Multiple Choice Question Test

Apprentices will undertake a test with thirty multiple choice questions covering aspects of the knowledge identified in Appendix A for this method. Each question will have one correct answer, gaining one mark per question, with four options to choose from, three will be distractors and one will be correct. Questions in the test should be allocated proportionally against each outcome, based upon the breadth of the criteria being tested.

EPAO's will develop and maintain a bank of multiple choice questions of sufficient size to prevent predictability. EPAO's will monitor test question performance to maintain the validity of this assessment method. A full question bank review should be done annually.

Tests will be carried out under closed book examination conditions to ensure knowledge demonstrated is authentic. Tests must be invigilated by a suitable person, nominated by the EPAO with no interest in the outcome of the assessment, with an appropriate learner to invigilator ratio. This should be 1 invigilator to a maximum of 12 apprentices at any given time. Tests may be offered remotely either online or as paper-based tests. Where remote testing is offered, a robust invigilation policy must be in place specifically for the purpose of remote invigilation. All invigilators must have read and be comfortable with the invigilation policy.

EPAO's will maintain access arrangements to ensure that apprentices with special educational needs have equal opportunity of access and achievement.

**MCQ Tests will be 45 minutes long.**

#### 4.2 Observation

Observation will be carried out by the Independent Assessor and will cover 4 specific tasks set by the EPAO covering all knowledge, skills and behaviours set out for this assessment method in appendix A.

EPAO's are expected to develop a bank of scenario specifications with the view that they will have at one scenario available for every possible job role the Waste Resource Standard may cover.

Apprentices will be expected to demonstrate all critical requirements of their role, through 4 tasks made relevant to their job. Apprentices should be encouraged to provide commentary on their actions if they wish, to demonstrate application of knowledge.

There will be 4 tasks in each scenario for the Apprentices to undertake, these tasks will stretch across the required knowledge, skills and behaviours.

These tasks could include:

- Preparation to work
- Receiving, checking, segregating, handling and transferring waste
- Use of machinery

A pause in the observation is acceptable between tasks if appropriate and this should be taken into account with the time allowance.

The assessor must conduct a question and answer session with the apprentice after the observation. Questions and responses will be recorded by the assessor as part of the observation report.

**The duration of the observation will be 90 minutes (+/-10% tolerance permitted) with a maximum of 15 minutes additional time at the end for a maximum of 5 questions**

#### 4.2.1 Observation - Essential Coverage

The Independent Assessor needs to see evidence that all the criteria set out in Appendix B have been met. These criteria are taken from the apprenticeship standard, and they are critical to the role of a Waste Resources Operative. It is acknowledged that due to the activities of some sites it may be impractical for a learner to demonstrate some of the requirements identified for this method in appendix A, for example, handling asbestos. Where this occurs it is acceptable for simulation or staged interventions to happen.

The tasks designed by the EPAO will ensure that all elements are able to be demonstrated in the assessment. After the observation 5 questions should be asked, to be devised by the assessor, as a result of the assessment. 15 minutes of additional time will be allowed to answer these questions, if required. Questions can be asked from any area the assessor feels requires clarification or additional evidence from across all the tasks and identified knowledge, skills and behaviours.

Due to the range of possible waste resource operative roles, it is expected that the EPAO will develop a detailed grading matrix specific to each assessment scenario. Appendix B is merely a top level overview to give an indication of the expected level of attainment against each element.

Where a re-sit/ re-take are required, a different scenario should be used to ensure a robust assessment.

Apprentices should be advised at least a week prior to assessment what will be required of them during their observation.

#### 4.3 Professional Discussion

The Professional Discussion should take place within 7 days of the observation. Ideally it will occur on the same day as the observation and will be administered by the same Independent Assessor. The independent assessor will follow the requirements of the EPAO and record their evidence in a format agreed with the EPAO.

The Professional Discussion will be a semi- structured discussion between the apprentice and the independent assessor, and must be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. The Professional Discussion will usually take place face to face. It can take place remotely however, independent assessors must ensure adequate controls are in place to maintain fair and accurate assessment against which standards can be compared, and have robust procedures in place to authenticate the learners' identity.

The Independent Assessor must be given access to evidence of the apprentice's Learning Log at the point at which the employer notifies the EPAO that the apprentice is ready for EPA; this must be at least 1 week prior to the EPA formally commencing.

**The Professional Discussion will last 45 minutes (+10% tolerance permitted)**

#### 4.3.1 Professional Discussion - Essential Coverage

The Independent Assessor needs to see evidence during the Professional Discussion that the criteria in Appendix B have been met. The Independent Assessor will need to see evidence of understanding, not just knowledge recall, for all areas indicated as utilising Professional Discussion in Appendix A.

The review will be structured as a discussion around the criteria listed in Appendix A and will include 10 selected questions which adequately cover the criteria in Appendix A. All questions will be selected from bank of questions to be prepared by the EPAO. The contents of the learning log will influence the questions selected; the assessor will review the learning log and then select areas they wish the apprentice to expand on within the identified elements in Appendix A.

The EPAO will maintain a bank of questions of sufficient size to prevent predictability. The EPAO shall monitor this question bank regularly to ensure the questions are fit for purpose; the entire bank will be reviewed annually.

Follow up questions may be used to probe further into detail to satisfy the independent assessor of the depth of knowledge and understanding. The Professional Discussion will also cover apprentice's achievements, the standard of their work and their approach. Any additional questions asked must be within the allocated assessment time.

Where a re-sit/ re-take is required a different set of questions, covering a different set of requirements should be used to ensure a robust assessment.

#### 4.4 Marking Criteria

The grading matrix in Appendix A outlines the criteria that will be applied for each assessment method. Appendix B outlines the expected levels of attainment for each assessment method. Detailed guidance will be developed by the EPAO in relation to their specific assessment activities.

To achieve the EPA the apprentice must achieve a Pass in all methods of the EPA. To achieve a Distinction, the apprentice must achieve a Distinction in all methods of EPA.

#### 4.5 Re-taking an Assessments

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit/re-take. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

Any assessment method re-sit/re-take must be taken during the maximum EPA period; otherwise, the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit/re-take.

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## 5. ROLES AND RESPONSIBILITIES

Ensuring independence is key to the validity of this assessment plan. The final decision on whether the apprentice has passed lies solely with the EPAO.

### 5.1 The Independent Assessor

Independent Assessors are responsible for conducting the EPA. Independent Assessors are appointed and managed by an EPAO. An Independent Assessor must be someone who has nothing to gain from the outcome of the assessment and has not been involved in the training, on programme assessment, employment or line management of the apprentice. When conducting EPA, the Independent Assessor is acting on behalf of the EPAO, and is subject to the quality protocols and procedures set by them.

Independent assessors will be subject to rigorous quality assurance, proportionate to their experience and performance over time, and must take part in regular standardisation activities as laid out by the EPAO.

The following key principles are mandatory for independent assessors:

Independent Assessors must:

- Have excellent knowledge and understanding of the Waste & Resource Management industry demonstrable by holding a relevant industry recognised qualification at level 3 or above.
- Have occupational expertise and knowledge, at a higher level than the occupational areas being assessed, which has been gained through working in the industry for a minimum of 4 years.
- Hold relevant assessment qualifications, and have undertaken training in assessment practices.
- Have a correct and up to date CPD record

#### 5.1.2 Assessor Continuous Professional Development (CPD)

Independent Assessors must regularly update their occupational expertise and industry knowledge in the areas being assessed to ensure currency of skills and knowledge. This should be achieved through planned CPD, appropriate to their individual development needs and any requirements specified by the EPAO. A record of this should be maintained through an up-to-date CPD log. The EPAO will provide further guidance on CPD requirements.

#### 5.1.3 Best practice in assessment

Independent assessors should:

- Practice standardised assessment principles as set out by the EPAO.
- Attend regular standardisation meetings with colleagues.
- Share best practice in assessment through a range of appropriate activities, such as email, meetings and social media.
- Have sufficient time to carry out the role of assessor.

## 5.2 End-Point Assessment Organisations

EPAO's must be approved by the Education and Skills Funding Agency (ESFA). All approved EPAO's will be found on the Register of End-Point Assessment Organisations.

EPAO's are responsible for appointing and managing independent assessors and for ensuring that assessments are carried out fairly, are valid, reliable and consistent.

EPAO's wishing to offer EPA services for this apprenticeship, must:

- Ensure independent assessors meet the criteria outlined in this plan.
- Deliver the EPA as outlined in this plan.
- Be able to demonstrate a detailed understanding of the sector.
- Provide appropriate recourse and processes for apprentices, employers and providers, to clarify and/or dispute the outcome of an EPA.

EPAO's must maintain high quality systems and processes, which validate and continuously review independent assessors' experience, skills and competence.

EPAO's must provide independent assessors the opportunity to attend at least two standardisation workshops annually. These workshops will be run by the EPAO and attendance of at least one per year will be mandatory for all independent assessors.

## 6. QUALITY ASSURANCE

### 6.1 Consistency

Independent EPA is a culmination of learning and development journey resulting confirmation an apprentice has met the industry defined standard. As such, the process and procedure for carrying out EPA must be quality assured to ensure consistent, reliable and valid judgments.

### 6.2 Internal quality assurance

Internal quality assurance is carried out by the EPAO and involves ensuring that EPA's are undertaken correctly and consistently including the marking, standardising, sampling and reporting of the outcomes.

It must:

- Ensure there are robust processes in place to deliver EPA's to the required standard and that they are appropriate for the sector.
- Train and standardise all independent assessors to ensure they assess consistently against the requirements of the standard.
- Apply robust internal quality assurance and verification processes to EPAs.

Internal quality assurance must be completed by an appropriately qualified person, and that person must not have been involved in any aspect of the delivery or assessment of the programme they are quality assuring.

EPAOs will:

Sample a minimum of 10% of assessments across all cohorts, assessors, and learner locations. This sampling shall be increased proportionally based upon risk factors. If required, 100% of assessments should be sampled, where appropriate.

In addition, EPAOs must have in place procedures and guidance to:

- Maintain all EPA material(s) to reflect or reference current legislation, safety, techniques, codes of practice and specific industry or sector requirements
- Track learner progress through the EPA cycle
- Appoint and monitor occupationally competent independent assessors
- Manage escalated appeals or disputes

Standardisation events will be required to cover:

- Performance of MCQ and Professional Discussion questions
- Review of observation scenarios and comparisons of scenario outcomes across a full range of assessors and site location
- Marking and discussions on assessments to standardise assessment outcomes
- Standardisation across all types of assessment e.g. video / audio recordings

EPAO's will need to manage the performance of all assessors and IQA's, this should be done by:

- Training on the delivery of EPA
- Ensuring a thorough understanding of the apprenticeship standard
- Providing examples of evidence
- Providing grading criteria and mark schemes
- Put performance management processes in for assessors who do not perform to the required standard
- Communicating the complaints procedure to employers
- Closely managing any sub-contractors

EPAOs must have policies in place for gathering feedback, complaints and fair access to assessment for all. A standardised approach to the requirements for facilities and the security of assessments must be taken. These must be communicated through guidance to employers, training providers and apprentices to ensure consistency across all assessments.

### 6.3 External quality assurance

The Institute for Apprenticeships (IFA) will conduct the external quality assurance for the Waste Resource Operative apprenticeship.

## 7. IMPLEMENTATION

### 7.1 Affordability

The cost and practicalities of the assessment have been key considerations in the development of the assessment plan due to the range of businesses likely to deliver this apprenticeship. Both large and small employers alike must manage the apprenticeship process within organisations of varying sizes and the assessment needs to be affordable for venues housing small numbers of apprentices.

This cost can be reduced by utilising shared networks of resource across organisations, in line with the restrictions in the plan.

Cost will primarily be based on activity of the Independent Assessor, which should constitute a maximum of 2 days per apprentice. It is expected that circa 400 Waste Resources Operatives will be trained a year using this apprenticeship standard.

## 7.2 Manageability

This assessment plan has been designed to be delivered cost effectively within an employer's workplace. This includes the Multiple Choice Question Test and Professional Discussion, which can be carried out at an employer's premises, but in a 'controlled environment' i.e. a quiet room, away from the normal place of work.

EPAOs must work with employers to manage EPAOs in a way that minimises the impact on the employer's business activity.

It is acknowledged that feedback, performance and reactions from early adopters of this apprenticeship standard will need to be monitored closely to ensure on-going manageability and feasibility.

## 7.3 Professional Recognition

Upon successful completion of the Waste Resource Apprenticeship, learners will be eligible to apply for Technician grade or equivalent membership with the Chartered Institution of Wastes Management.

## Appendix A - Assessment Methods for the Waste Resource Operative Apprenticeship Standard

**OBS = Observation**

**PD = Professional Discussion**

**MCQ – Multiple Choice Questioning**

| Ref                             | Core Technical Knowledge (Have an understanding of...)   | EPA Method |    |     |
|---------------------------------|--|------------|----|-----|
| <b>Industry Awareness</b>       |  |            |    |     |
| K1.1                            | The role and contribution of the waste and resources industry  |            |    | MCQ |
| K1.2                            | Types of waste and treatment options of: <ul style="list-style-type: none"> <li>• plastics</li> <li>• metals</li> <li>• glass</li> <li>• green</li> <li>• Waste Electronic and Electrical Equipment (WEEE),</li> <li>• residual</li> <li>• unknown</li> </ul>  |            |    | MCQ |
| K1.3                            | This should include an introduction to the Waste Hierarchy and the principles of waste and resource management, to include: <ul style="list-style-type: none"> <li>• Waste Hierarchy</li> <li>• recycling, reuse</li> <li>• collection sorting</li> <li>• segregation</li> <li>• transfer stations</li> <li>• Materials Recycling Facilities (MRFs)</li> <li>• Household Waste Recycling Centres (HWRCs)</li> <li>• Refuse Derived Fuel (RDF)</li> <li>• anaerobic digestion (AD)</li> <li>• In vessel and Windrow Composting</li> </ul> |            |    | MCQ |
| <b>Environmental Protection</b> |  |            |    |     |
| K2.1                            | The principles and purpose of environmental protection in the waste industry e.g. Duty of care, waste hierarchy  |            | PD |     |

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|                            |  |     |    |     |
|----------------------------|--|-----|----|-----|
| K2.2                       | Know the organisational policies and objectives for environmental protection.  |     | PD |     |
| K2.3                       | A practical understanding of Environmental Permits for applicable site(s), to include awareness of what wastes are permitted on site (s).  |     | PD |     |
| K2.4                       | Pollution including: <ul style="list-style-type: none"> <li>• sources</li> <li>• pathways</li> <li>• receptors and;</li> <li>• the potential environmental impact</li> </ul>   |     | PD |     |
| K2.5                       | Pollution control measures including: <ul style="list-style-type: none"> <li>• physical</li> <li>• legal and;</li> <li>• organisational policies and procedures</li> </ul>   |     | PD |     |
| <b>Health &amp; Safety</b> |  |     |    |     |
| K3.1                       | The relevant health and safety legislation e.g. <ul style="list-style-type: none"> <li>• Manual handling</li> <li>• Control of Substances Hazardous to Health</li> <li>• Provision and Use of Work Equipment Regulations</li> <li>• Lifting Operations and Lifting Equipment Regulations and;</li> </ul> | OBS |    | MCQ |
| K3.2                       | The associated: <ul style="list-style-type: none"> <li>• processes,</li> <li>• procedures and</li> <li>• safe working practices</li> </ul> in your workplace   | OBS |    |     |
| K3.3                       | The associated: <ul style="list-style-type: none"> <li>• hazards and risks</li> <li>• the potential for harm and;</li> </ul>   | OBS |    |     |

|  |  |  |    |     |
|--|--|--|----|-----|
|  | <ul style="list-style-type: none"> <li>relevant control measures used to mitigate risk</li> </ul>  |  |    |     |
| <b>Operations</b>                          |  |  |    |     |
| K4.1                                       | A company's systems and procedures for: <ul style="list-style-type: none"> <li>receiving</li> <li>checking</li> <li>segregating</li> <li>handling and;</li> <li>transferring</li> </ul> waste  |  | PD |     |
| K4.2                                       | Understand the process and know how to comply with the relevant Environmental Permit.  |  | PD |     |
| <b>Communications</b>                      |  |  |    |     |
| K5.1                                       | How to communicate effectively with: <ul style="list-style-type: none"> <li>managers,</li> <li>peers,</li> <li>Internal and external customers.</li> </ul>   |  |    | MCQ |
| K5.2                                       | How to deal with conflict with internal and external contacts.   |  |    | MCQ |
| <b>Circular Economy and Sustainability</b> |  |  |    |     |
| K6.1                                       | How to: <ul style="list-style-type: none"> <li>prevent waste</li> <li>prepare for reuse (up cycle, refurbish)</li> <li>recycle,</li> <li>recover</li> <li>contribute to sustainability and;</li> <li>promote the circular economy</li> </ul> |  |    | MCQ |

| Ref           | Core Skills (Be able to....) | EPA method |
|---------------|------------------------------|------------|
| Communication |                              |            |

|   |  |     |    |  |
|---|--|-----|----|--|
| S1.1  | Communicate with colleagues, customers and the General Public providing clear, accurate and timely information.                            | OBS |    |  |
| S1.2  | Use appropriate verbal and non-verbal communication skills in the workplace  | OBS |    |  |
| S1.3  | Reconcile different views within an argument, disagreement or opinion to achieve an effective outcome.                                     |     | PD |  |
| Collection and transportation of wastes and resources |  |     |    |  |
| S2.1  | Plan the collection of waste, including access routes to and from the waste, safety and suitability of collection equipment and machinery. | OBS |    |  |
| S2.2  | Prepare for the loading and un-loading of wastes and resources in line with regulatory and organisational policy and procedure.            | OBS |    |  |
| S2.3  | Collect Waste using manual and mechanical handling techniques.   | OBS |    |  |
| S2.4  | Reject waste and deal with non-conforming waste in accordance with organisational procedures.  | OBS |    |  |
| Identification and processing of recyclables          |  |     |    |  |
| S4.1  | Identify and segregate materials that are suitable for recycling   | OBS |    |  |
| S4.2  | Check that recyclables confirm to required quality standards   | OBS |    |  |
| S4.3  | prepare, check, maintain and use equipment for sorting materials for recycling   | OBS |    |  |
| S4.4  | Carry out sorting methods in accordance with organisational procedures and practices,  | OBS |    |  |
| S4.5  | Deal with superfluous materials and non-recyclables.   | OBS |    |  |
| Processing wastes and resources                       |  |     |    |  |
| S3.1  | Identify, segregate and process waste, recyclables and other materials include e.g.:   | OBS |    |  |

|  |  |  |  |     |  |
|--|--|--|--|-----|--|
|  | <ul style="list-style-type: none"> <li>• glass</li> <li>• all grades of plastics</li> <li>• metals – aluminium, steel, copper etc.,</li> <li>• organic waste (food, green)</li> </ul>  | <ul style="list-style-type: none"> <li>• textiles</li> <li>• Waste Electronic and Electrical Equipment (WEEE)</li> <li>• batteries</li> <li>• chemicals</li> </ul> |  |     |  |
| in accordance with company policies and procedures |  |  |  |     |  |
| Disposal of wastes and resources                   |  |  |  |     |  |
| S5.1   | Dispose of wastes in accordance with regulatory and organisational procedures.   |  |  | OBS |  |
| S5.2   | Demonstrate application of the Waste Hierarchy and regulatory requirements for the disposal of specific wastes, this could include: <ul style="list-style-type: none"> <li>• hazardous wastes</li> <li>• asbestos</li> <li>• waste electrical and electronic equipment</li> <li>• clinical wastes</li> </ul> |  |  | OBS |  |
| Health, safety and hygiene                         |  |  |  |     |  |
| S6.1   | Follow safe working procedures and practices in accordance with legislative and organisational requirements.   |  |  | OBS |  |
| S6.2   | Identify and deal with problems which could affect health, safety and hygiene requirements in accordance with your responsibilities and company policies and procedures.   |  |  | OBS |  |
| S6.3   | Hazard spot – be able to recognise and report a near miss, incident, or occurrence.  |  |  | OBS |  |
| Work with others                                   |  |  |  |     |  |
| S7.1   | Agree the division of work with others before beginning work.  |  |  | OBS |  |
| S7.2   | Carry out and complete work activities as part of a team within performance requirements.  |  |  | OBS |  |

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|                                     |  |     |    |  |
|-------------------------------------|--|-----|----|--|
| S7.3                                | Deal constructively with colleagues and others to enable tasks to be undertaken effectively and safely.  | OBS |    |  |
| S7.4                                | Contribute to site meetings and tool box talks   |     | PD |  |
| Reporting and recording information |  |     |    |  |
| S8.1                                | Maintain records in accordance with organisational procedures, e.g.: <ul style="list-style-type: none"> <li>• permits to work</li> <li>• route maps</li> <li>• waste transfer notes</li> <li>• waste segregation sheets</li> <li>• daily checklists</li> <li>• risk assessments</li> <li>• hazardous waste consignment notes</li> <li>• work instructions</li> <li>• daily rounds report</li> <li>• defect checks</li> </ul> | OBS |    |  |
| S8.2                                | Report problems which arise to the relevant person in line with organisational job role responsibilities.  | OBS | PD |  |
| Carry out routine checks            |  |     |    |  |
| S9.1                                | Prepare to use vehicles, machinery and equipment, including daily checks to confirm working order in accordance with work instructions and manufacturer's instructions.  | OBS |    |  |
| S9.2                                | Report any defects as per company procedures.  | OBS |    |  |
| Follow instructions                 |  |     |    |  |
| S10.1                               | Adhere to documented organisational procedures and work instructions to plan and carry out daily tasks.  | OBS |    |  |
| S10.2                               | Listen, confirm understanding and follow instructions provided by colleagues and others.   | OBS |    |  |

| Ref | Core Behaviours (Be able to....) | EPA Method |
|-----|----------------------------------|------------|
|-----|----------------------------------|------------|

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| Health & Safety                     |  |     |    |  |
|-------------------------------------|--|-----|----|--|
| B1.1                                | Demonstrate at all times a consistent and positive safety led mind-set with respect to self, colleagues and others.  | OBS |    |  |
| B1.2                                | Consistently follow organisational health, safety and hygiene procedures, practices and standards.   | OBS |    |  |
| B1.3                                | Report instances of non-compliance such as unsafe acts, practices, equipment and workplaces.   |     | PD |  |
| Take responsibility                 |  |     |    |  |
| B2.1                                | Accept ownership and responsibility for your behaviours and actions, and work in a professional manner at all times.   | OBS |    |  |
| B2.2                                | Take appropriate action if poor or unsafe practice is witnessed.   | OBS |    |  |
| B2.3                                | Work within your own levels of responsibility and know when to seek advice.  | OBS |    |  |
| Customer care / Dealing with people |  |     |    |  |
| B3.1                                | Show dignity, respect, empathy and professionalism when dealing with others, including customers, colleagues and the public.                                 |     | PD |  |
| Inclusiveness                       |  |     |    |  |
| B4.1                                | Behave in a manner which demonstrates an awareness of the needs and concerns of others in line with equality and diversity company policies and legislation. |     | PD |  |
| Professionalism                     |  |     |    |  |
| B5.1                                | Act in a fair, consistent and impartial manner, be open and honest and operate within organisational values.   | OBS |    |  |
| Communication                       |  |     |    |  |
| B6.1                                | Listen and respond to others in a manner which demonstrates interest and understanding, recognises needs and expectations and achieves positive engagement.  | OBS |    |  |
| B6.2                                | Communicate effectively with others.   | OBS |    |  |
| Team Working                        |  |     |    |  |
| B7.1                                | Shows fairness and consideration to others, collaborates with others, listens to and takes account of different views to reach agreed outcomes.              |     | PD |  |



## Appendix B - Waste Resources Operative Standard Grading Matrix

If the apprentice displays a serious breach of Health & Safety at any time during the assessment then the assessment should be stopped and be marked as a fail. Examples of serious breaches of Health & Safety could include:

- Any behaviour that could result in an accident
- Non-Compliance to company procedures and / or H&S legislation

| Assessment Method  |  | Pass  | Distinction (in addition to Pass Criteria)   |
|--|--|---|--|
| Multiple Choice Question Test – Maximum of 30 marks available  |  | 19-25/30  | > 25/30  |
| <b>Observation</b><br>All pass criteria must be achieved to pass, all distinction criteria in addition must be achieved to gain a distinction. If any element is a fail, the whole assessment will be a fail. Distinction requirements are achieved in addition to the pass criteria, not in place of. |  | Pass  | Distinction – In addition to pass requirements   |
| <b>Knowledge</b>   |  |   |  |
| Health & Safety  |  |   |  |
| K3.1   | The relevant health and safety legislation e.g. <ul style="list-style-type: none"> <li>• Manual handling</li> <li>• Control of Substances Hazardous to Health</li> <li>• Provision and Use of Work Equipment Regulations</li> <li>• Lifting Operations and Lifting Equipment Regulations and;</li> </ul> | Displays a routine application of H&S legislation, organisations practices and procedures such as Manual handling | Displays <b>efficient</b> forward planning with regards to H&S.  |
| K3.2   | The associated: <ul style="list-style-type: none"> <li>• processes,</li> <li>• procedures and</li> <li>• safe working practices</li> </ul>   | Control of Substances Hazardous to Health   | Takes <b>active steps</b> to avoid hazards and risks and seeks to protect both self and others from harm at all times. |

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|               |  |  |   |
|---------------|--|--|---|
| K3.3          | <p>in your workplace</p> <p>The associated:</p> <ul style="list-style-type: none"> <li>• hazards and risks</li> <li>• the potential for harm and;</li> <li>• relevant control measures used to mitigate risk`</li> </ul> | <p>Provision and Use of Work Equipment Regulations</p> <p>Lifting Operations and Lifting Equipment Regulations</p> <p>Duty of Care Risk Assessments</p> <p>Can identify hazards and risks and demonstrate how to rectify<br/>If questioned, can provide reason to method</p> | <p><b>Is proactive, not reactive</b></p>  |
| <b>Skills</b> |  |  |   |
| Communication |  |  |   |
| S1.1          | Communicate with people at all levels providing clear, accurate and timely information.  | Shows appropriate levels of communication to people at multiple levels by responding to others using considered responses using a positive attitude  | Displays <b>confidence</b> with communication, by actively engaging with others & leading the communication where appropriate<br><br>Shows <b>considered</b> forward planning when communicating. |
| S1.2          |  |  |   |

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|  |   |   |  |
|--|---|---|--|
|  | Use appropriate verbal and non-verbal communication skills in the workplace.  | Displays positive communication techniques  | Is able to <b>interpret</b> others verbal and non verbal communication and adjust their own communication in response  |
| <b>Collection and transportation of wastes and resources</b> |   |   |  |
| S2.1   | Plan the collection of waste, including access routes to and from the waste, safety and suitability of collection equipment and machinery.    | Plans activities, taking into account H&S, vehicle checks where required and use of correct PPE | Leads the planning activities for the collection of waste within immediate team, including the preparation and selection of appropriate equipment and machinery. |
| S2.2   | Prepare for the loading and un-loading of wastes and resources in line with regulatory and organisational policy and procedure.               | Carries out activities in line with relevant H&S, regulatory and organisational procedures      |  |
| S2.3   | Collect Waste using manual and mechanical handling techniques.  |   |  |
| S2.4   | Reject waste and deal with non-conforming waste in accordance with organisational procedures.   | Rejects waste promptly in line with permitting restrictions, following correct procedures       |  |
| <b>Identification and processing of recyclables</b>          |   |   |  |
| S3.1   | Identify, segregate and process waste, recyclables and other materials in accordance with company policies and procedures this could include: | Correctly identifies <b>95%</b> of all presented waste,   | Correctly identifies <b>all</b> types of waste presented with  |

|   |  |  |  |  |
|---|--|--|--|--|
|   | <ul style="list-style-type: none"> <li>• glass</li> <li>• all grades of plastics</li> <li>• metals – aluminium, steel, copper etc.,</li> <li>• organic waste (food, green)</li> </ul>  | <ul style="list-style-type: none"> <li>• textiles</li> <li>• Waste Electronic and Electrical Equipment (WEEE)</li> <li>• batteries</li> <li>• chemicals</li> </ul> | processes in line with organisational policies and procedures  | <b>confidence</b> and efficiency. Displays correct handling in accordance with policies and procedures   |
| <b>Processing of wastes and resources</b> |  |  |  |  |
| S4.1                                      | Identify and segregate materials that are suitable for recycling   |  | Demonstrates working practices in line with legislative and organisational requirements                          | Demonstrates <b>correct</b> working practices and seeks to improve <b>efficiency</b> in line with legislative and organisational requirements.   |
| S4.2                                      | Check that recyclables confirm to required quality standards   |  |  |  |
| S4.3                                      | prepare, check, maintain and use equipment for sorting materials for recycling   |  |  |  |
| S4.4                                      | Carry out sorting methods in accordance with organisational procedures and practices,  |  | Uses equipment correctly and safely  |  |
| S4.5                                      | Deal with superfluous materials and non-recyclables.   |  | Correctly deal with any materials that cannot be recycled  |  |
| <b>Disposal of wastes and resources</b>   |  |  |  |  |
| S5.1                                      | Dispose of wastes in accordance with regulatory and organisational procedures.   |  | Processes waste in a safe manner.  | Handle and process at least <b>2</b> types of waste correctly in line with the Waste Hierarchy, demonstrating the <b>potential value / use</b> of each type waste in each element of the process |
| S5.2                                      | Demonstrate application of the Waste Hierarchy and regulatory requirements for the disposal of specific wastes, this could include: <ul style="list-style-type: none"> <li>• hazardous wastes</li> <li>• asbestos</li> <li>• waste electrical and electronic equipment</li> <li>• clinical wastes</li> </ul> |  | Handle at least <b>1</b> type of waste using the correct PPE and techniques in line with the Waste Hierarchy and |  |

|                            |  |  |   |
|----------------------------|--|--|---|
|                            |  | regulatory requirements  |   |
| Health, Safety and Hygiene |  |  |   |
| S6.1                       | Follow safe working procedures and practices in accordance with legislative and organisational requirements.   | Throughout the observation the learner displays routine application of safe working practices, H&S.            | Does not just rectify problems, but actively takes steps to avoid problems such as hazards, hygiene and health and safety issues by displaying forward thinking and <b>exemplary</b> working practices in line with legislation and organisational procedures |
| S6.2                       | Identify and deal with problems which could affect health, safety and hygiene requirements in accordance with your responsibilities and company policies and procedures. | Deals with any problems in line with their levels of responsibility  |   |
| S6.3                       | Hazard spot – be able to recognise and report a near miss, incident, or occurrence.  | Can identify hazards, or near misses and can demonstrate how to report these to the appropriate person         |   |
| Work with others           |  |  |   |
| S7.1                       | Agree the division of work with others before beginning work.  | Is able to work as part of the team and recognise within the lines of skill and authority the division of work | Seeks <b>to improve efficiency</b> . Demonstrates forward planning prior to starting tasks  |

|  |   |   |   |
|--|---|---|---|
| S7.2                                       | Carry out and complete work activities as part of a team within performance requirements.   | Is able to complete tasks to the required level within the required timeframes. | Demonstrates their ability to complete work to a schedule and <b>recognises the impact</b> of not meeting performance targets within their sector |
| S7.3                                       | Deal constructively with colleagues and others to enable tasks to be undertaken effectively and safely.   | Can support colleagues to complete tasks  | Shows self management to recognise when colleagues may require extra support to complete a task   |
| <b>Reporting and recording information</b> |   |   |   |
| S8.1                                       | Maintain records in accordance with organisational procedures, e.g.: <ul style="list-style-type: none"> <li>• permits to work</li> <li>• route maps</li> <li>• waste transfer notes</li> <li>• waste segregation sheets</li> <li>• daily checklists</li> <li>• risk assessments</li> <li>• hazardous waste consignment notes</li> <li>• work instructions</li> <li>• daily rounds report</li> <li>• defect checks.</li> </ul> | Can demonstrate correct completion of at least two documents                    | Can not only report problems but makes recommendations on how to resolve the problem  |
| S8.2                                       |   |   |   |

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|                                 |   |   |  |
|---------------------------------|---|---|--|
|                                 | Report problems which arise to the relevant person in line with organisational job role responsibilities.   |   |  |
| <b>Carry out routine checks</b> |   |   |  |
| S9.1                            | Prepare to use vehicles, machinery and equipment, including daily checks to confirm working order in accordance with work instructions and manufacturer's instructions. | Carry out preparations and daily check sheets,<br><br>Reports any defects promptly to avoid potential disruptions to work schedules | Demonstrates <b>efficient</b> working practices in relation to preparation of vehicles and checks, leaving sufficient time to complete fully and correctly before work starts                    |
| S9.2                            | Report any defects as per company procedures.   |   |  |
| <b>Follow instructions</b>      |   |   |  |
| S10.1                           | Adhere to documented organisational procedures and work instructions to plan and carry out daily tasks.   | Follows organisational policies, procedures, risk assessments and work schedules when carrying out tasks                            | Displays <b>exemplary</b> compliance to documented organisational procedures and instructions, including those that are not routine if applicable. <b>Adapts working style</b> to meet the need. |
| S10.2                           | Listen, confirm understanding and follow instructions provided by colleagues and others.  | Displays active listening techniques when receiving instructions  | Reacts positively to instructions given by others.   |
| <b>Behaviours</b>               |   |   |  |
| Health and Safety               |   |   |  |

|                            |  |   |  |
|----------------------------|--|---|--|
| B1.1                       | Demonstrate at all times a consistent and positive safety led mind-set with respect to self, colleagues and others.  | Demonstrates a satisfactory and consistent level of safety with regards to H&S, hygiene and organisational policies and procedures  | <b>Consistently</b> demonstrates an <b>exemplary</b> level of safety of self and others with regards to H&S, hygiene and organisational policies and procedures          |
| B1.2                       | Consistently follow organisational health, safety and hygiene procedures, practices and standards.                   |   |  |
| <b>Take responsibility</b> |  |   |  |
| B2.1                       | Accept ownership and responsibility for your behaviours and actions, and work in a professional manner at all times. | Shows pride in their work, displays a clean / tidy appearance. Communicates in an appropriate manner<br><br>Recognise when poor practice is being witness and report to the required person | Within the limits of their responsibility, demonstrates <b>independent</b> thought and actions and where appropriate strives to take responsibility for additional tasks |
| B2.2                       | Take appropriate action if poor or unsafe practice is witnessed.   |   |  |
| B2.3                       | Work within your own levels of responsibility and know when to seek advice.  |   |  |
| <b>Professionalism</b>     |  |   |  |
| B5.1                       | Act in a fair, consistent and impartial manner, be open and honest and operate within organisational values.         | Can demonstrate communicating with 1 stakeholder in a way that supports organisational values, does not   | Can demonstrate communicating with <b>multiple</b> stakeholders <b>efficiently</b> , in a way that supports organisational values.                                       |

|   |   |  |  |
|---|---|--|--|
|   |   | portray own opinion.   |  |
| <b>Communication</b>  |   |  |  |
| B6.1  | Listen and respond to others in a manner which demonstrates interest and understanding, recognises needs and expectations and achieves positive engagement. | Demonstrates active listening techniques and uses body language in the correct manner.                 | Displays <b>dedication</b> to positive communications and achieving outcomes. Is persistent in their positive manner, both through body language and verbal communication even if conversations are prolonged and outcomes are not as they wish. |
| B6.2  | Communicate effectively with others.  | Contributes positively to conversations.   | Explains <b>why</b> when others requirements cannot be met.  |
| <b>Professional Discussion – All pass criteria must be achieved to pass, all distinction criteria in addition must be achieved to gain a distinction. If any element is a fail, the whole assessment will be a fail. Distinction requirements are achieved in addition to the pass criteria, not in place of.</b> |   | <b>Pass</b>  | <b>Distinction (in addition to pass criteria)</b>  |
| K2.1  | The principles and purpose of environmental protection in the waste industry e.g. Duty of care, waste hierarchy   | Can describe a minimum of two potential hazards that have an impact on the environment, and can give a | Can identify the impacts of working practices on local receptors.  |

|      |  |   |  |
|------|--|---|--|
| K2.2 | Know the organisational policies and objectives for environmental protection.  | description of the harm they can do.  | Can evaluate the effectiveness of control measures for reducing the impact of environmental hazards. |
| K2.3 | A practical understanding of Environmental Permits for applicable site(s), to include awareness of what wastes are permitted on site.  | Can identify control measures to reduce the impact of identified hazards upon the environment.<br><br>Can describe the environmental protection measures in place on site (relevant to their role). |  |
| K2.4 | Pollution including: <ul style="list-style-type: none"> <li>• sources</li> <li>• pathways</li> <li>• receptors and;</li> <li>• the potential environmental impact</li> </ul> | Can describe what sustainable practices are in the context of their job role.<br><br>Can explain what an Environmental Risk Assessment is.  |  |
| K2.5 | Pollution control measures including: <ul style="list-style-type: none"> <li>• physical</li> <li>• legal and;</li> <li>• organisational policies and procedures</li> </ul>   | Can identify the principle legislation regarding waste materials and the environment; detailing the role of   |  |
|      |  |   |  |

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|      |   |   |   |
|------|---|---|---|
|      |   | the Environmental Permit in determining the wastes acceptable on the waste site.  |   |
| K4.1 | A company's systems and procedures for waste: <ul style="list-style-type: none"> <li>• receiving</li> <li>• checking</li> <li>• segregating</li> <li>• handling and;</li> <li>• transferring</li> </ul> | Can identify their organisations systems and procedures<br><br>Can demonstrate understanding of the process and their own practical application of the permit | Can explain why the procedures on site are in place, in relation to compliance with the relevant Environmental Permit.  |
| K4.2 | Understand the process and know how to comply with the relevant Environmental Permit.   |   |   |
| S1.3 | Reconcile different views within an argument, disagreement or opinion to achieve an effective outcome.  | Can re-count at least one situation they have been in which has required them to use different techniques to achieve a positive outcome                       | Can re-count multiple situations where they have had to reconcile issues<br><br>Can identify why they used the particular technique and why it was effective. Can link outcomes to behaviours and knowledge of communication techniques |

|      |  |   |   |
|------|--|---|---|
| S7.4 | Contribute to site meetings and tool box talks   | Can provide examples of attending at least one site meeting and one toolbox talk. Can provide examples of responding to requests for information at these meetings in a positive and helpful manner | Can provide examples of attending multiples site meetings and toolbox talks. Can provide examples of actively participating in these sites meetings and tool box talks. Showing interest and asking questions. Making suggestions where appropriate |
| B1.3 | Report instances of non-compliance such as unsafe acts, practices, equipment and workplaces.                                 | Can identify who they need to report issues of non-compliance to and give an example of when they have done this  | In addition can make recommendations on how to resolve any issues relating to non compliance going forwards   |
| B3.1 | Show dignity, respect, empathy and professionalism when dealing with others, including customers, colleagues and the public. | Is able to provide examples of 2 occassions when they have demonstrated at least 2 types of behaviours with other people  | Is able to provide examples of 3 occassions when they have demonstrated 3 different types of behaviours with 2 types of people  |

|      |  |  |   |
|------|--|--|---|
| B4.1 | Behave in a manner which demonstrates an awareness of the needs and concerns of others in line with equality and diversity company policies and legislation. | Is able to provide at least 2 examples of potential equality and diversity issues within their own organisation and can identify at least one occasion when they have behaved in a way that supports equality and diversity and how this is in line with their organisational policies | Can give examples of how they maintain their own awareness of the needs and concerns of others and actively promote the principles of Equality & Diversity within their organisation. |
| B7.1 | Shows fairness and consideration to others, collaborates with others, listens to and takes account of different views to reach agreed outcomes.              | Can provide at least two examples of working with others in a collaborative way. Can identify how they showed fairness and consideration to others in these examples   | Can explain the principles of active listening and how their behaviour in this manner contributes to positive working relationships with others to achieve agreed outcomes            |