

# Level 3 Diploma for Waste Supervisors (0746-30)

Qualification handbook for centres  
600/1474/X



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May 2011  
Version 1.0

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# 1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

<b>Qualification title and level</b>	Level 3 Diploma for Waste Supervisors
<b>City &amp; Guilds qualification number</b>	0746-30
<b>Qualification accreditation number</b>	600/1474/X
<b>Registration and certification</b>	Please see Walled Garden/online catalogue for last dates

<b>Area</b>	<b>Description</b>
Who is the qualification for?	This qualification meets the needs of candidates who work in a supervisory role in the waste management industry and want to develop their managerial skills.
What does the qualification cover?	The qualification provides the skills and knowledge required to assess occupational competence of learners in a supervisory role, covering issues such as compliance, supervision, leadership and control of waste management operations.
What will learners be able to do?	Learners will be able to supervise the safe and efficient operation of a waste management site.
Is the qualification part of a framework or initiative?	The qualification forms the competence component of the Sustainable Resource Management Apprenticeship.
Why has the qualification been developed?	The qualification demonstrates the competence of the learner to act in a safe, efficient manner appropriate to and in accordance with industry requirements.

## 1.1 Qualification structure

To achieve the **Level 3 Diploma for Waste Supervisors**, learners must achieve a minimum of **59** credits. **47** credits must come from the Mandatory units, a minimum of **4** credits from at least 2 units must come from Optional Group A and a minimum of **8** credits from 3 units from Optional Group B. At least 2 units from Optional Group B must be at level 3 or above.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
<b>Mandatory</b>			
M/602/1066	227	Ensure the staff conform to productive and efficient working practices	5
D/602/1063	312	Contribute to the management of the environmental impact of work	7
H/602/1064	313	Supervise the work of others	7
K/602/1065	314	Supervise health and safety in the working environment for waste management activities	8
Y/602/1062	501	Provide leadership in area of responsibility	20
<b>Optional Group A</b>			
K/602/1373	108	Maintain the security of waste management facilities	7
R/602/2078	109	Manual handling, lifting and moving of loads in a waste environment	2
T/602/1389	203	Contribute to the sustainability, maintenance and preservation of the environment	2
T/602/1375	205	Acceptance of waste	7
F/602/1380	207	Conduct environmental monitoring on a waste management facility	4
J/602/1395	209	Contribute to maintaining sustainable development and environmental good practice at work	5
F/602/1685	210	Contribute to the provision of customer service in a waste environment	5
F/602/1069	212	Control the risk from vehicle plant movements on waste management facilities	9
Y/602/1384	214	Exchange responsibility for control of waste processing operations	9
D/602/1600	219	Maintain the condition of waste process equipment	10
H/600/9688	220	Participate in meetings	2
A/601/1530	222	Support customer service improvements	5
A/602/1376	226	Validation of waste	5
D/602/1371	228	Inspection of vehicles used in waste management facilities	2
Y/600/9669	302	Plan, allocate and monitor work of a team	5
H/602/1503	305	Generate and retain waste and resource management business	14
L/600/9586	306	Manage own professional development within an organisation	4

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
L/602/1382	309	Oversee waste process operations	4
M/600/9676	402	Support learning and development within own area of responsibility	5
<b>Optional</b>	<b>Group B</b>		
F/600/7138	113	Conforming to General Safety in the Workplace	2
J/600/7139	202	Conforming to efficient working practices in the workplace	3
H/601/7614	208	Conform to General workplace environmental requirements	3
Y/601/7626	213	Direct vehicle movements on site	4
H/601/7628	229	Control the sale of stocked material or products	3
K/601/7615	301	Operate the weighbridge	15
M/600/900	303	Set objectives and provide support for team members	5
D/601/1553	304	Work with others to improve customer service	8
A/601/7182	307	Manage the traffic office	4
K/602/1406	315	Manage the transfer of outputs and disposal of residues from remediation of contaminated land	8
Y/602/1501	316	Control work activities on a waste management facility	9
D/601/7627	317	Maintain vehicle crew compliance with operational requirements	3
F/600/9715	318	Make effective decisions	3
R/602/1433	319	Manage customer care programs to improve waste management services	9
J/601/1238	401	Review the quality of customer service	8
D/602/1435	403	Control maintenance and other engineering operations	13
M/602/1424	404	Manage and maintain effective systems for responding to emergencies	19
H/600/9609	405	Ensure compliance with legal, regulatory, ethical and social requirements	5
H/600/9674	406	Plan, allocate and monitor work in own area of responsibility	5
M/600/9659	407	Implement change in own area of responsibility	6
T/602/1683	408	Identify and evaluate sustainable resources in a waste environment	8
A/600/9695	502	Manage a budget for own area or activity of work	7
M/600/9662	503	Work productively with colleagues and stakeholders	6
T/600/9663	504	Recruit staff in own area of responsibility	4
J/600/9666	701	Plan an organisation's workforce	9

## 1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City and Guilds qualifications. Candidates who enjoy leading teams of people at work could move onto a qualification as a Team Leader or Supervisor such as qualifications at Levels 2, 3 and 4 through the Institute of Leadership and Management (ILM) as a Team Leader or Supervisor such as qualifications at Levels 2, 3 and 4 through the Institute of Leadership and Management (ILM).

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

<b>Description</b>	<b>How to access</b>
Candidate logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification NVQ in Waste Management (0735) or Level 3 NVQ in Waste Management Supervision (0736-03) will receive automatic approval to run the new Level 3 Diploma for Waste Supervisors. (0746-30).

### 2.1 Resource requirements

#### Human resources

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

#### Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant experience requirements outlined below.

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

If assessing or internally verifying a Level 3 or 4 qualification which leads to a COTC (or equivalent), staff must have held one of the following posts:

- Management of a similar waste management facility
- Area management of direct operational management
- Working alongside site managers as a result of developing, auditing or commissioning operational facilities.

If assessing or internally verifying a Level 1 to 4 qualification which is not leading to a COTC (or equivalent), staff must have held one of the following posts:

- Hold a 'supervisory grade' in the category of the award to be assessed or verified
- Have an approved qualification at least one level higher than the award they will assess or verify.

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.2 Candidate entry requirements**

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

### **Age restrictions**

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### 3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

## 4 Assessment

### 4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:  
a portfolio of evidence for **each** unit.

### 4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. City & Guilds endorses several ePortfolio systems. Further details are available at: **[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**.

City & Guilds has developed logbooks for this qualification. They are available from the City & Guilds website or can be ordered from Publications. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

### 4.3 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. RPL is allowed in this qualification and is also sector specific.

## 5 Units

### Availability of units

The units for these qualifications follow. The learning outcomes and assessment criteria are also viewable on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 108

# Maintain the security of waste management facilities

**Level:** 1  
**Credit value:** 7  
**UAN:** K/602/1373

### Unit aim

This unit is about maintaining security of the premises and the equipment and materials used there.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to maintain the security of the premises, equipment and materials
2. be able to use and communicate data and information
3. be able to resolve problems which arise from maintaining security
4. understand the regulation procedures and requirements for maintaining the security of waste management facilities
5. understand the specific regulation procedures and requirements for maintaining the security of waste management facilities
6. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO13.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 108            Maintain the security of waste management facilities**

## Assessment Criteria

### **Outcome 1.    be able to maintain the security of the premises, equipment and materials**

The learner can:

- 1.1 follow all organisational procedures where they are a lone worker
- 1.2 maintain personal visibility in poor light conditions when opening and securing premises
- 1.3 check the integrity of the access to the premises on arrival and follow the correct entering procedures
- 1.4 carry out a general visual check of premises internally and externally for anything unusual
- 1.5 store equipment and materials safely and securely when not in use
- 1.6 check plant and equipment - not stored in a secure place - are immobilised when not in use
- 1.7 check all keys for vehicles and plant stored on site, and keys for internal access, are adequately labelled and stored securely when not in use
- 1.8 check that any waste stored in the facility is in a suitable safe and stable condition to be left in situ after the premises have been secured
- 1.9 turn off lights and power supplying equipment not required for security
- 1.10 follow the correct exit procedures - including setting alarm systems that are fitted - and secure the premises.

### **Outcome 2.    be able to use and communicate data and information**

The learner can:

- 2.1 comply with operational procedures or guidelines for maintaining security of equipment and information
- 2.2 report any actual, or potential, breaches of security in accordance with operational procedures
- 2.3 store confidential information securely
- 2.4 ensure spare keys for access to the facility, and for vehicles and equipment kept on site, are correctly labelled and securely stored in a designated place off site
- 2.5 check documentation is legible and clear and seek confirmation from a person in authority if there are any doubts or discrepancies
- 2.6 check records of consumable resources used, and held in stock, are up-to-date
- 2.7 report any excesses, shortages or recording errors for consumables stored on site to the designated person.

### **Outcome 3.    be able to resolve problems which arise from maintaining security**

The learner can:

- 3.1 arrange for damaged or insecure gates, doors, or window locks or catches to be repaired or replaced to enable the premises to be secured when not in use
- 3.2 arrange for lights that are not working to be restored to full working order
- 3.3 arrange for damage to the facility, or security equipment, to be repaired in accordance with operational procedures.

#### **Outcome 4. understand the regulation procedures and requirements for maintaining the security of waste management facilities**

The learner can:

- 4.1 Describe appropriately the classifications and types of waste
- 4.2 Describe appropriately the potential hazards associated with different wastes
- 4.3 Describe appropriately details of operational procedures and documentation
- 4.4 Describe appropriately operational procedures and why it is important to comply with them.
- 4.5 Determine how to identify work-related hazards and risks
- 4.6 Determine how to deal constructively with colleagues and other people and resolve disagreements
- 4.7 Determine how to use personal protective equipment (PPE) in line with operational procedures
- 4.8 Determine the limits of the job responsibility when communicating with others.

#### **Outcome 5. understand the specific regulation procedures and requirements for maintaining the security of waste management facilities**

The learner can:

- 5.1 Describe appropriately entering and leaving procedures for the facility
- 5.2 Describe appropriately other methods of securing equipment and materials.
- 5.3 Determine how to recognise and report suspicious occurrences
- 5.4 Determine how to recognise and report breaches of security
- 5.5 Determine what information about the organisation is confidential
- 5.6 Determine why information about clients and visitors should be kept confidential
- 5.7 Determine how to check use of consumable resources
- 5.8 Determine how to immobilise machinery and equipment
- 5.9 Determine location and security of keys for vehicles and plant.

#### **Outcome 6. be able to work in a manner which underpins effective performance**

The learner can:

- 6.1 recognise and act when others need support
- 6.2 take responsibility for resolving problems in their work area.

## Unit 109

# Manual handling, lifting and moving of loads in a waste environment

**Level:** 1  
**Credit value:** 2  
**UAN:** R/602/2078

### Unit aim

This unit is about lifting and moving loads safely. It covers both manual lifting and the use of lifting equipment.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. understand how to prepare for handling and lifting loads
2. understand procedures and instructions for handling and lifting loads
3. be able to handle and lift loads

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO38.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 109            Manual handling, lifting and moving of loads in a waste environment**

## Assessment Criteria

### **Outcome 1.    understand how to prepare for handling and lifting loads**

The learner can:

- 1.1     describe the process for identifying if loads are safe to move
- 1.2     explain the reasons for planning a route when moving loads
- 1.3     give examples of safe handling techniques.

### **Outcome 2.    understand procedures and instructions for handling and lifting loads**

The learner can:

- 2.1     describe company guidelines and procedures for safe handling and moving loads
- 2.2     describe the relevant health and safety regulations for the safe handling and movement of loads
- 2.3     give examples of the consequences of using unsafe techniques to self and others.

### **Outcome 3.    be able to handle and lift loads**

The learner can:

- 3.1     select safe and efficient routes for moving items
- 3.2     wears assigned personal protection equipment when moving loads
- 3.3     use safe and approved handling techniques when moving loads
- 3.4     resolves problems within own area of personal responsibility
- 3.5     report problems outside own personal responsibility to resolve to designated personnel.

**Level:** 1  
**Credit value:** 2  
**UAN:** F/600/7138

### Unit aim

This unit is about:

- awareness of relevant current statutory requirements and official guidance
- personal responsibilities relating to workplace safety, wearing appropriate personal protective equipment (PPE) and compliance with warning/safety signs
- personal behaviour in the workplace
- security in the workplace.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. be able to identify hazards associated with the workplace and record and report in accordance with organisational procedures
2. be able to comply with all workplace safety legislation requirements
3. be able to comply with and maintain all organisational security arrangements and approved procedures
4. be able to comply with all emergency procedures in accordance with organisational policy

### Guided learning hours

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the EUSkills WM62 and Construction Skills VR01 - Conform to general workplace safety

### Support of the unit by a sector or other appropriate body

This unit is endorsed by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 113            Conforming to general safety in the workplace

## Assessment Criteria

### **Outcome 1.    be able to identify hazards associated with the workplace and record and report in accordance with organisational procedures**

The learner can:

1. Report and/or record hazards within the workplace and occupations at work.
2. Describe typical hazards associated with the occupational area including noise, resources, environmental, substances and articles, obstructions, storage and work activities
3. State the methods used for reporting hazards in the workplace.

### **Outcome 2.    be able to comply with all workplace safety legislation requirements**

The learner can:

1. Select and wear general personal protective equipment (PPE) in the work environment in accordance with legislation and organisational requirements.
2. State when and why PPE should be used including protective helmets, ear protection, overalls, safety boots and high visibility clothing
3. Adhere with statutory requirements, safety notices and warning notices displayed within the workplace.
4. Describe which types of safety notices are relevant to the occupational area.

### **Outcome 3.    be able to comply with and maintain all organisational security arrangements and approved procedures**

The learner can:

1. Maintain security of the workplace by following organisational procedures relating to:
  - during the working day
  - on completion of the day's work
  - unauthorised personnel (Other operatives and the general public)
  - theft.
2. Explain how security procedures are implemented within the workplace

### **Outcome 4.    be able to comply with all emergency procedures in accordance with organisational policy**

The learner can:

1. Follow organisational procedures for accidents and emergencies associated with the type of work being undertaken and the work environment.
2. State the types of fire extinguishers available and describe how and when they are used.

## Unit 202

# Conforming to efficient working practices in the workplace

**Level:** 2  
**Credit value:** 3  
**UAN:** J/600/7139

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to efficient working practices in the workplace within the relevant sector of industry.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. be able to communicate with others to establish productive working relationships
2. be able to follow organisational procedures to maintain good work relationships
3. be able to maintain appropriate records in accordance with the organisational procedures

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is based on the National Occupational Standard 'Conform to Efficient Work Practices' (VR 02).

### Support of the unit by a sector or other appropriate body

This unit has been submitted on behalf of ConstructionSkills.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 202                    **Conforming to efficient working practices in the workplace**

## Assessment Criteria

### **Outcome 1.    be able to communicate with others to establish productive working relationships**

The learner can:

- 1.1     communicate with colleagues and/or clients to ensure that the work is carried out efficiently
- 1.2     explain different methods of communicating with line managers, co-workers and clients
- 1.3     give reasons for using certain methods of communication for particular job activities
- 1.4     describe the reasons for communicating efficiently and effectively, and the consequences of poor communication.

### **Outcome 2.    be able to follow organisational procedures to maintain good work relationships**

The learner can:

- 2.1     carry out work in conjunction with other workers and maintain harmonised relationships
- 2.2     explain how organisational work procedures are applied to maintain good working relationships with line managers, co-workers and clients
- 2.3     state the reasons for effective working relationships with line managers, co-workers and clients
- 2.4     describe the consequences for efficient working if relationships with line managers, co-workers and clients are poor.

### **Outcome 3.    be able to maintain appropriate records in accordance with the organisational procedures**

The learner can:

- 3.1     complete relevant documentation according to the occupation in accordance with organisational procedures
- 3.2     describe how to maintain documentation in accordance with organisational procedures relating to:
  - job cards
  - worksheets
  - material/resource lists
  - time sheets.
- 3.3     explain the reasons for ensuring documentation is completed clearly and within given timescales.

## Unit 203

# Contribute to the sustainability, maintenance and preservation of the environment

**Level:** 2  
**Credit value:** 2  
**UAN:** T/602/1389

### Unit aim

This unit is about contributing to the protection of the environment.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to operate and look after equipment and materials so as to reduce environmental damage
2. be able to carry out work in a manner which minimises environmental damage
3. be able to make sure work is carried out in accordance with approved procedures and practices
4. be able to recognise any likely or actual environmental damage and take the appropriate action
5. be able to identify improvements to approved procedures and practices in terms of environmental good practice and take the appropriate action
6. be able to demonstrate that they have the knowledge and understanding to contribute to the sustainability, maintenance and preservation of the environment

### Guided learning hours

It is recommended that **4** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO29.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 203                    Contribute to the sustainability, maintenance and preservation of the environment**

## Assessment Criteria

### **Outcome 1.    be able to operate and look after equipment and materials so as to reduce environmental damage**

The learner can:

- 1.1    operate and look after equipment and materials so as to reduce environmental damage:
- recyclable materials.
  - static and mobile plant.
  - pollution.
  - physical disturbance.

### **Outcome 2.    be able to carry out work in a manner which minimises environmental damage**

The learner will:

- 2.1    carry out work in a manner which minimises environmental damage:
- pollution.
  - physical disturbance.

### **Outcome 3.    be able to make sure work is carried out in accordance with approved procedures and practices**

The learner can:

- 3.1    make sure work is carried out in accordance with approved procedures and practices: Health, Safety and Environmental related to:
- the individual and others
  - the organisation
  - regulatory and statutory requirements
  - relevant company policies
  - risk assessment.

### **Outcome 4.    be able to recognise any likely or actual environmental damage and take the appropriate action**

The learner can:

- 4.1    recognise any likely or actual environmental damage and take the appropriate action:
- Pollution.
  - Physical.
- 4.2    recognise Health, Safety and Environmental incidents related to:
- the individual and others
  - the organisation
  - regulatory and statutory requirements
  - relevant company policies
  - risk assessment.

**Outcome 5. be able to identify improvements to approved procedures and practices in terms of environmental good practice and take the appropriate action**

The learner can:

- 5.1 identify improvements to approved procedures and practices in terms of environmental good practice and take the appropriate action: Health, Safety and Environmental related to:
- the individual and others
  - the organisation
  - regulatory and statutory requirements
  - relevant company policies
  - risk assessment.

**Outcome 6. be able to demonstrate that they have the knowledge and understanding to contribute to the sustainability, maintenance and preservation of the environment**

The learner can:

- 6.1 understand:
- ways in which tools and materials should be used in order to minimise environmental damage.
  - the consequences of pollution.
  - how to recognise wastage of energy, equipment and materials.
  - working methods that will minimise pollution and waste of resources.
  - types of damage which may occur, the impact these can have on the environment and the corrective actions to be taken.
  - methods of waste disposal which will minimise the risk to the environment.

**Level:** 2  
**Credit value:** 7  
**UAN:** T/602/1375

### Unit aim

This unit is about the acceptance of waste.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to accept waste
2. be able to use and communicate data and information in accordance with operational procedures
3. be able to resolve problems which arise from the acceptance of waste
4. understand the regulation procedures and requirements for acceptance of waste
5. understand the specific regulation procedures and requirements for acceptance of waste
6. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO11.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 205            Acceptance of waste**

### Assessment Criteria

#### **Outcome 1.    be able to accept waste**

The learner can:

- 1.1      check the incoming vehicle conforms to the site duty of care requirements
- 1.2      ensure that vehicles comply with entry and exit procedures and movement around the site
- 1.3      check the vehicle occupants comply with site health and safety requirements
- 1.4      check the waste reception area and equipment is operational and safe
- 1.5      reject unsuitable waste in accordance with organisational procedures.

#### **Outcome 2.    be able to use and communicate data and information in accordance with operational procedures**

The learner can:

- 2.1      record all received waste on the required documentation
- 2.2      report abnormalities in received waste by bringing them to the attention of the designated person
- 2.3      record and report the reception of any unacceptable waste in accordance with organisational requirements
- 2.4      report to the designated person when the storage facilities do not meet operational requirements
- 2.5      report breaches in site security
- 2.6      report defective equipment
- 2.7      report problems outside the job role limits of authority.

#### **Outcome 3.    be able to resolve problems which arise from the acceptance of waste**

The learner can:

- 3.1      have defects rectified on specialist handling equipment before using it
- 3.2      take immediate steps, in accordance with operational procedures, where unsafe conditions arise.

#### **Outcome 4.    understand the regulation procedures and requirements for acceptance of waste**

The learner can:

- 4.1      describe appropriately the classifications and types of waste
- 4.2      describe appropriately the potential hazards associated with different wastes
- 4.3      describe appropriately details of operational procedures and documentation.
- 4.4      describe appropriately operational procedures and why it is important to comply with them.
- 4.5      determine how to identify work-related hazards and risks
- 4.6      determine how to deal constructively with colleagues and other people and resolve disagreements
- 4.7      determine how to use personal protective equipment (PPE) in line with operational procedures
- 4.8      determine the limits of the job responsibility when communicating with others.

## **Outcome 5. understand the specific regulation procedures and requirements for acceptance of waste**

The learner can:

- 5.1 describe appropriately the operational procedures for validation and rejection of waste
- 5.2 describe appropriately limitations on responsibility for the dissemination of information outside the organisation
- 5.3 describe appropriately the transport, acceptance, and rejection documentation to comply with legal and organisational requirements
- 5.4 describe appropriately the Permit or License conditions covering the acceptance of waste at their site.
- 5.5 determine how to recognise classifications of waste that they may encounter in their job role
- 5.6 determine how to deal with documentation which does not comply with site permit or licence or Duty of Care legislation
- 5.7 determine other relevant environment permit details applicable to the facility
- 5.8 determine how to deal with emergencies
- 5.9 determine the classifications, using European Waste Codes, of waste that can be permitted on the site.

## **Outcome 6. be able to work in a manner which underpins effective performance**

The learner can:

- 6.1 recognise and act when others need support
- 6.2 take responsibility for resolving problems in their work area.

## Unit 207

# Conduct environmental monitoring on a waste management facility

**Level:** 2  
**Credit value:** 4  
**UAN:** F/602/1380

### Unit aim

This unit defines the competence required to monitor and control operations and activities in compliance with all legislative and organisational requirements. It requires procedures to be in place which support and control people and work activities. It requires a demonstration of the ability to be fully informed about the nature of the work and to keep records for the activity to comply with all legislative and organisational requirements.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. be able to conduct environmental monitoring
2. be able to inspect, sample and test waste in line with operational procedures
3. be able to use and communicate data and information in line with operational procedures.
4. be able to resolve problems which arise from conducting environmental monitoring
5. understand the regulation procedures and requirements for conducting environmental monitoring on a waste management facility
6. understand the specific regulation procedures and requirements for conducting environmental monitoring on a waste management facility
7. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from W023.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSkills.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 207                      Conduct environmental monitoring on a waste management facility

## Assessment Criteria

### **Outcome 1.    be able to conduct environmental monitoring**

The learner can:

- 1.1      carry out environmental monitoring to meet the waste management permit requirements for the site.
- 1.2      use approved techniques - for each factor being monitored - in accordance with organisational procedures
- 1.3      before use ensure that monitoring, and measuring equipment has been correctly calibrated in accordance with organisational procedures.
- 1.4      select and use the designated personal protective equipment (PPE) in accordance with operational procedures.
- 1.5      use sampling and testing instruments and equipment in accordance with manufacturer's specifications.
- 1.6      clean sampling and testing instruments and equipment after use to ensure it is maintained in sound operational condition.
- 1.7      make sure regulations and guidelines for maintaining security are not compromised during monitoring or sampling on or around the site

### **Outcome 2.    be able to inspect, sample and test waste in line with operational procedures**

The learner can:

- 2.1      carry out visual and physical checks on wastes delivered to the site in compliance with organisational procedures.
- 2.2      verify wastes are correctly labelled and comply with descriptions and specifications contained in the transfer documentation.
- 2.3      sample wastes, using approved methods to have them tested, to verify the description in transfer documentation.
- 2.4      carry out tests which have been authorised.

### **Outcome 3.    be able to use and communicate data and information in line with operational procedures.**

The learner can:

- 3.1      check the completion of documents for wastes being accepted, treated or dispatched, to ensure they are accurate and legible, and store them in the designated place.
- 3.2      record the results of visual checks and physical tests on wastes and record the test results in compliance with operational procedures.
- 3.3      record all environmental monitoring inspections in compliance with organisational procedures.
- 3.4      record and report non-compliance of test samples when they do not meet the description given in transfer documentation.
- 3.5      report to the designated person non-compliance of samples with waste transfer documentation, and arrange for the waste rejection procedures to be initiated.

#### **Outcome 4. be able to resolve problems which arise from conducting environmental monitoring**

The learner can:

- 4.1 advise colleagues and managers of situations that have the potential to be hazardous to others or to the site and its environment.
- 4.2 report - to the designated person - situations that are outside the responsibility of the job role.
- 4.3 report - to the designated person - breaches of site security.
- 4.4 report defective equipment and make arrangements for its repair or replacement in accordance with organisational requirements.

#### **Outcome 5. understand the regulation procedures and requirements for conducting environmental monitoring on a waste management facility**

The learner can:

- 5.1 describe appropriately the classifications and types of waste.
- 5.2 describe appropriately the potential hazards associated with different wastes.
- 5.3 describe appropriately details of operational procedures and documentation.
- 5.4 describe appropriately operational procedures and why it is important to comply with them.
- 5.5 determine how to identify work-related hazards and risks.
- 5.6 determine how to deal constructively with colleagues and other people and resolve disagreements.
- 5.7 determine how to use personal protective equipment (PPE) in line with operational procedures.
- 5.8 determine the limits of the job responsibility when communicating with others.

#### **Outcome 6. understand the specific regulation procedures and requirements for conducting environmental monitoring on a waste management facility**

The learner can

- 6.1 describe appropriately the approved methods for inspecting, sampling and testing wastes.
- 6.2 describe appropriately the methods for sampling.
- 6.3 describe appropriately the environmental permit requirements for waste management facilities.
- 6.4 describe appropriately the procedures for dealing with rejected waste.
- 6.5 determine the implications of legal and organisational regulations for environmental monitoring and testing.
- 6.6 determine how to select and use techniques relevant to the monitoring process.
- 6.7 determine how to calibrate and operate the monitoring and measuring instruments and equipment.
- 6.8 determine the risks and threats posed by different types of wastes.
- 6.9 determine how to use control documentation and procedures.

#### **Outcome 7. be able to work in a manner which underpins effective performance**

The learner can:

- 7.1 recognise and act when others need support.
- 7.2 take responsibility for resolving problems in their work area.
- 7.3 be receptive to new ways of working.
- 7.4 treat people with civility.

## Unit 208

# Conform to general workplace environmental requirements

**Level:** 2  
**Credit value:** 3  
**UAN:** H/601/7614

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general environmental requirements in the workplace within the relevant sector of industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to identify environmental aspects
2. be able to control waste arising from the operations in their area of responsibility

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This Unit covers Proskills National Occupational Standard Unit WB3 Conform to general workplace environmental requirements in full.

### Support of the unit by a sector or other appropriate body

This unit has been submitted on behalf of Proskills SSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 208 Conform to general workplace environmental requirements

## Assessment Criteria

### Outcome 1. be able to identify environmental aspects

The learner can:

- 1.1 describe the environmental aspects that could (actual and potential) have an impact on or pose a hazard to the work activity and adjoining areas
- 1.2 demonstrate the procedure of checking that environmental controls, equipment and materials are in place and operational
- 1.3 demonstrate the organisational procedure for:
  - Reporting the use of environmental control equipment or materials.
  - Reporting an environmental aspect that may lead to an incident.
  - Reporting an environmental incident.
  - Reporting a non-compliance with environmental policies or procedures.
- 1.4 list the equipment and materials available for use in the event of an environmental incident
- 1.5 demonstrate the correct use of environmental impact/incident equipment/materials
- 1.6 describe the organisational policies and objectives for environmental management
- 1.7 describe the organisational procedures for:
  - Environmental monitoring.
  - Reporting environmental incidents.
  - Recording environmental incidents.
  - Rectifying situation where controls or equipment/materials are inoperable or unavailable.
  - Dealing with environmental incidents.
  - Safe use of equipment when dealing with environmental incidents.
- 1.8 describe the implications to the organisation in the event of an environmental incident:
  - affecting the workplace
  - affecting areas outside the workplace.
- 1.9 list the sources of environmental information in relation to the work activity
- 1.10 demonstrate the sourcing of and use of environmental information.

### Outcome 2. be able to control waste arising from the operations in their area of responsibility

The learner can:

- 2.1 describe organisational procedures for efficient use of resources and waste reduction
- 2.2 explain why efficient use of resources and waste reduction are important
- 2.3 demonstrate organisational procedures to:
  - reduce waste
  - save energy or resources.
- 2.4 demonstrate organisational waste disposal procedures
- 2.5 explain the importance of correct disposal of waste
- 2.6 explain the advantages of segregating different waste types
- 2.7 describe the possible consequences of improper waste disposal.

## Unit 209

# Contribute to maintaining sustainable development and environmental good practice at work

**Level:** 2  
**Credit value:** 5  
**UAN:** J/602/1395

### Unit aim

This unit is about managing personal resources (particularly knowledge, understanding, skills, experience and time) and professional development in order to achieve work objectives and career and personal goals. The unit will look at the work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving the candidate in terms of your values, career and wider personal aspirations. Identifying and addressing gaps in the skills, knowledge and understanding of the candidate is an essential aspect of this unit.

### Learning outcomes

There are **eleven** learning outcomes to this unit. The learner will:

1. be able to carry out work in a manner which minimises environmental damage
2. be able to select and use equipment and materials that minimises environmental damage
3. be able to make sure work is carried out in accordance with approved procedures and practices
4. be able to recognise any environmental damage and take the appropriate action
5. be able to identify improvements to approved procedures and practices in terms of environmental good practice and take the appropriate action
6. be able to dispose of waste materials safely and according to relevant approved procedures and practices
7. be able to deal with small scale pollution incidents in accordance with approved procedures and practices
8. be able to report more serious pollution incidents to the relevant people
9. be able to report environmental incidents promptly and accurately in accordance with approved procedures and practices
10. be able to contribute to sustainable development during work activities
11. be able to demonstrate that they have the knowledge and understanding to contribute to maintaining sustainable development and environmental good practice at work

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO33.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

**Assessment**

This unit is assessed by a portfolio of evidence.

## Unit 209

# Contribute to maintaining sustainable development and environmental good practice at work

## Assessment Criteria

### **Outcome 1. be able to carry out work in a manner which minimises environmental damage**

The learner can:

- 1.1 carry out work in a manner which minimises environmental damage: pollution; physical disturbance.

### **Outcome 2. be able to select and use equipment and materials that minimises environmental damage**

The learner can:

- 2.1 select and use recyclable materials, static and mobile plant that will minimise environmental damage: pollution, physical disturbance.

### **Outcome 3. be able to make sure work is carried out in accordance which approved procedures and practices**

The learner can:

- 3.1 make sure work is carried out in accordance with approved procedures and practices: Health, Safety and Environmental related to:
  - the individual and others
  - organisational
  - regulatory
  - statutory
  - relevant company policies
  - risk assessment.

### **Outcome 4. be able to recognise any environmental damage and take the appropriate action**

The learner will:

- 4.1 recognise any environmental damage and take the appropriate action: Pollution; physical disturbance.

## **Outcome 5. be able to identify improvements to approved procedures and practices in terms of environmental good practice and take the appropriate action**

The learner can:

- 5.1 identify improvements to approved procedures and practices in terms of environmental good practice and take the appropriate action: Health, Safety and Environmental related to:
- the individual and others
  - organisational
  - regulatory
  - statutory
  - relevant company policies
  - risk assessment.

## **Outcome 6. be able to dispose of waste materials safely and according to relevant approved procedures and practices**

The learner can:

- 6.1 dispose of waste materials safely and in accordance with relevant approved procedures and practices: Health, Safety and Environmental related to:
- the individual and others
  - organisational
  - regulatory
  - statutory
  - relevant company policies
  - risk assessment.

## **Outcome 7. be able to deal with small scale pollution incidents in accordance with approved procedures and practices**

The learner can:

- 7.1 deal with small scale pollution incidents in accordance with approved procedures and practices: Health, Safety and Environmental related to:
- the individual and others
  - organisational
  - regulatory
  - statutory
  - relevant company policies
  - risk assessment..

## **Outcome 8. be able to report more serious pollution incidents to the relevant people**

The learner can

- 8.1 report more serious pollution incidents to the relevant people:
- accidents which cause personal injury
  - changes in an individual's health which puts them at risk..

## **Outcome 9. be able to report environmental incidents promptly and accurately in accordance with approved procedures and practices**

The learner can:

- 9.1 report environmental incidents promptly and accurately in accordance with approved procedures and practices:
- Accidents which cause personal injury
  - Changes in an individual's health which puts them at risk.
- 9.2 report Health, Safety and Environmental incidents related to:
- the individual and others
  - organisational
  - regulatory
  - statutory
  - relevant company policies
  - risk assessment.

## **Outcome 10. be able to contribute to sustainable development during work activities**

The learner can:

- 10.1 contribute to sustainable development during work activities:
- conservation of energy
  - use of resources and equipment to minimise environmental damage.

## **Outcome 11. be able to demonstrate that they have the knowledge and understanding to contribute to maintaining sustainable development and environmental good practice at work**

The learner will:

- 11.1 implement knowledge and understanding for:
- methods to minimise environmental damage during work
  - the most suitable choice of materials and equipment given the nature of the work activity and its potential impact on the environment
  - ways in which tools and materials should be used in order to minimise environmental damage
  - organisational and legislative requirements in terms of minimising environmental damage
  - types of damage which may occur; the impact these can have on the environment and the corrective actions to be taken.

## Unit 210

# Contribute to the provision of customer service in a waste environment

**Level:** 2  
**Credit value:** 5  
**UAN:** F/602/1685

### Unit aim

People managing customer service need to know how effectively it is being delivered. Without this information, they have no way of knowing if their customers are satisfied and are likely to remain loyal. They also need to know what to do to improve customer service to meet and exceed customer expectations. This unit is about planning how the learner can measure standards of customer service by collecting and analysing information. The learner must develop conclusions and recommendations and then report their findings to relevant people.

Most of all, this unit is about approaching the review of customer service quality systematically and making full use of the findings.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. know how to contribute to the provision of customer services in logistics operations
2. be able to contribute to the provision of customer services in logistics operations.

### Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This national occupational standard Unit SfL 12 belongs to Skills for Logistics – the Sector Skills Council for the UK's freight logistics industries.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 210                      **Contribute to the provision of customer service in a waste environment**

## Assessment Criteria

### **Outcome 1.    know how to contribute to the provision of customer services in logistics operations**

The learner can:

- 1.1    explain the relevant organisational policies and procedures, in relation to the provision of customer services in logistics operations, that relate to:
  - Health, safety and security.
  - personal protective equipment.
  - maintaining effective customer relations.
  - personal appearance and hygiene.
  - reporting procedures and systems.
  - recording information.
  - confidentiality.
  - complaints.
- 1.2    describe different types of customers in relation to own organisation
- 1.3    describe the importance of
  - promoting the organisation's image positively.
  - effective communication.
  - good customer service.
- 1.4    identify the services available to customers in own organisation
- 1.5    describe the implications of:
  - a negative image on your organization.
  - poor communication.
  - poor customer service.
- 1.6    describe:
  - own role in dealing with customer complaints and.
  - the limits of your responsibility.
- 1.7    identify who to report to when you are unable to deal with a customer enquiry or request.

## **Outcome 2. be able to contribute to the provision of customer services in logistics operations.**

The learner can:

2.1 follow all organisational policies and procedures, in relation to contributing to customer services that relate to:

- Health, safety and security.
- Personal protective equipment.
- maintaining effective customer relations.
- personal appearance and hygiene.
- reporting procedures and systems.
- recording information.
- confidentiality.
- complaints.

2.2 develop positive relationships with customers

2.3 ensure that own personal appearance and hygiene meet organisational policies and standards

2.4 communicate effectively with customers

2.5 ensure that all information available is up-to-date and accurate

2.6 identify customer needs

2.7 deal effectively with customer enquiries

2.8 ensure the customer is promptly informed of any action that is taken

2.9 maintain customer confidentiality

2.10 update customer records accurately

2.11 record customer enquiries and outcomes accurately using the organisation's procedures and systems

2.12 deal with customer complaints effectively

## Unit 212

# Control the risk from vehicle and plant movements on waste management facilities

**Level:** 2  
**Credit value:** 9  
**UAN:** F/602/1069

### Unit aim

This unit is about maintaining the safety of pedestrians and workers from vehicle and mobile plant movements on waste facilities.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. be able to control the risk from vehicle and mobile plant movements in line with operational and location-specific procedures
2. be able to maintain the safety of pedestrians and workers in line with operational and location-specific procedures
3. be able to use and communicate data and information to enable risk to be controlled
4. be able to resolve problems from vehicle and mobile plant movements which compromise safety
5. understand the regulation procedures and requirements for controlling the risk from vehicle and plant movements on waste management facilities
6. understand the specific regulation procedures and requirements for controlling the risk from vehicle and plant movements on waste management facilities
7. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO7.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 212                      Control the risk from vehicle and plant movements on waste management facilities

## Assessment Criteria

### **Outcome 1.    be able to control the risk from vehicle and mobile plant movements in line with operational and location-specific procedures**

The learner can:

- 1.1     direct the vehicle driver to the designated loading or unloading area
- 1.2     explain the hand signals they will use to users of the site
- 1.3     give hand signals to the driver to assist with the safe movement and positioning of the vehicle or mobile plant
- 1.4     ensure drivers of plant, and vehicles and their crews, comply with safe working practice
- 1.5     check mobile plant and vehicle drivers and their crew use the PPE specified for the site
- 1.6     check vehicles manoeuvring to and from public roads and the site are properly directed to avoid harm or nuisance to other road users, users of the site, and pedestrians.

### **Outcome 2.    be able to maintain the safety of pedestrians and workers in line with operational and location-specific procedures**

The learner can:

- 2.1     check and confirm the designated walking areas are clear and safe for use by pedestrians
- 2.2     check pedestrians do not enter vehicle or plant operating areas unless directed to do so
- 2.3     check vehicle crews comply with organisational procedures during vehicle movements on the site
- 2.4     check pedestrians and visitors to the site are properly authorised and understand and obey the site rules and practices.

### **Outcome 3.    be able to use and communicate data and information to enable risk to be controlled**

The learner can:

- 3.1     inform all site visitors and users about the rules governing access to and movement on the site and the requirements for PPE in accordance with organisational procedures
- 3.2     report promptly incidents which compromise the safe movement of vehicles, plant, drivers, crews, workers and pedestrians on the site in accordance with organisational procedures.
- 3.3     report infringements of site rules in accordance with site operational procedures
- 3.4     inform drivers of problems they may encounter during vehicle or mobile plant movements on the site or when leaving the site
- 3.5     inform drivers of defects that may breach organisational procedures.
- 3.6     record and report defective fixtures, fittings or equipment on the site
- 3.7     advise plant and vehicle drivers about load security in compliance with organizational and legal requirements
- 3.8     advise plant and vehicle drivers of any height or width restrictions that may affect the movement of the vehicle or mobile plant on site
- 3.9     give instructions to vehicle crews, work colleagues, and other pedestrians, on how to move safely around the site
- 3.10    report accidents or near-miss incidents witnessed on site in accordance with organisational requirements.

#### **Outcome 4. be able to resolve problems from vehicle and mobile plant movements which compromise safety**

The learner can:

- 4.1 deal with unsafe behaviour in accordance with responsibilities of the job role and operational procedures
- 4.2 refer matters outside the responsibility of the job role to designated personnel
- 4.3 cordon off any area on site that becomes dangerous due to site operations, and notify the designated personnel
- 4.4 arrange for spillage, from vehicles or plant on the site, to be made safe and cleared up.

#### **Outcome 5. understand the regulation procedures and requirements for controlling the risk from vehicle and plant movements on waste management facilities**

The learner can:

- 5.1 describe appropriately the classifications and types of waste.
- 5.2 describe appropriately the potential hazards associated with different wastes.
- 5.3 describe appropriately details of operational procedures and documentation.
- 5.4 describe appropriately operational procedures and why it is important to comply with them.
- 5.5 determine how to identify work-related hazards and risks.
- 5.6 determine how to deal constructively with colleagues and other people and resolve disagreements.
- 5.7 determine how to use personal protective equipment (PPE) in line with operational procedures.
- 5.8 determine the limits of the job responsibility when communicating with others.

#### **Outcome 6. understand the specific regulation procedures and requirements for controlling the risk from vehicle and plant movements on waste management facilities**

The learner can:

- 6.1 describe appropriately workplace procedures for the operation of vehicles and mobile plant
- 6.2 describe appropriately operating procedures for the location of vehicles and mobile plant
- 6.3 describe appropriately site rules and operating procedures for the location.
- 6.4 determine how to recognise vehicle and mobile plant characteristics and turning restrictions
- 6.5 determine the types of problems which can occur in forward and reverse movements
- 6.6 determine how to recognise and deal with hazardous substances that may be spilled from vehicles or plant on the site
- 6.7 determine potential risks that pedestrians are exposed to from vehicle and mobile plant movements
- 6.8 determine how to prevent pedestrians breaching organisational regulations
- 6.9 determine how to recognise and respond to incidents that interfere with operations
- 6.10 determine how to communicate tactfully with drivers and crews
- 6.11 determine how to select and use personal protective equipment
- 6.12 determine how to report non-compliance issues.
- 6.13 determine how to ensure the safety of road users when manoeuvring vehicles onto public roads.

## **Outcome 7. be able to work in a manner which underpins effective performance**

The learner can:

- 7.1 recognise and act when others need support
- 7.2 take responsibility for resolving problems in their work area.

## Unit 213

## Direct vehicle movements on site

**Level:** 2  
**Credit value:** 4  
**UAN:** Y/601/7626

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in directing vehicle movements in the workplace within the relevant sector of industry.

### Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1. be able to direct vehicle movements

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This Unit covers Proskills National Occupational Standard Unit WB8 Direct Vehicle Movements on Site in full.

### Support of the unit by a sector or other appropriate body

This unit has been submitted on behalf of Proskills SSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## Unit 213            Direct vehicle movements on site

### Assessment Criteria

#### **Outcome 1.    be able to direct vehicle movements**

The learner can:

- 1.1     demonstrate that the vehicle, crew, their equipment and loads are checked and confirmed as complying with organisational requirements
- 1.2     identify the purpose and route for the vehicle movement on site
- 1.3     communicate accurate and complete instructions for the vehicle movement that are understood
- 1.4     give directions that encourage safe and efficient movement
- 1.5     describe the organisational policies for the acceptable condition of vehicles entering, leaving, or moving around the site
- 1.6     explain the organisational policies and procedures controlling vehicle movements
- 1.7     outline the range and characteristics of loads transported on the site
- 1.8     explain the organisational policies relating to the use of personal protective clothing and equipment on site
- 1.9     describe the various modes of communication and giving directions on site
- 1.10    explain the consequences of poor communication and incorrect directions
- 1.11    explain the organisational procedures in the event of problems occurring, to include:
  - vehicle in the wrong location
  - vehicle breakdown
  - spillage
  - unauthorised access or movement
  - incidents or accidents
  - emergency situations.

## Unit 214

# Exchange responsibility for control of waste processing operations

**Level:** 2  
**Credit value:** 9  
**UAN:** Y/602/1384

### Unit aim

This unit defines the competence required to administer services or supplies contracts on behalf of a client organisation. It requires a demonstration of the ability to monitor the contractor's performance to confirm that all work complies with the contract requirements and to make arrangements for the rectification of any substandard work identified by the monitoring process. The standard requires the competency to review current and past experience of contracting and the ability and suggest revisions to future contract specifications as well as the ability to renegotiate and authorise the terms of existing contracts.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. be able to hand over responsibility for the control of the waste process to an incoming operator
2. be able to accept responsibility for the control of waste processing from an outgoing operator
3. be able to use and communicate data and information required for the handover process
4. be able to resolve problems for the control of waste processing which arise during the exchange of responsibility
5. understand the regulation procedures and requirements for exchanging responsibility for control of waste processing operations
6. understand the specific regulation procedures and requirements for exchanging responsibility for control of waste processing operations
7. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO27.

### Support of the unit by a sector or other appropriate body

This unit is developed by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence

# Unit 214      Exchange responsibility for control of waste processing operations

## Assessment Criteria

### **Outcome 1.    be able to hand over responsibility for the control of the waste process to an incoming operator**

The learner can:

- 1.1 follow operational procedures for handing over responsibility both during and at the end of a work period.
- 1.2 ensure the incoming operator knows that decisions outside the operator's job role responsibilities must be referred to the designated person.
- 1.3 inform the incoming operator about ongoing problems before responsibility is handed over and confirm they are entered in the operating log.
- 1.4 confirm the current operational settings for treatment and associated equipment according to operating requirements.
- 1.5 confirm completion of handover and that incoming operator accepts responsibility in accordance with operational requirements.

### **Outcome 2.    be able to accept responsibility for the control of waste processing from an outgoing operator**

The learner can:

- 2.1 confirm information provided by the outgoing operator is understood before accepting responsibility, and that issues of concern are clarified before handover.
- 2.2 ensure issues of concern are entered in the operating log.
- 2.3 confirm all the operational settings for treatment and associated equipment are received from the outgoing operator and are recorded accurately.
- 2.4 accept responsibility when all the information needed for continuing the process operation in accordance with operational procedures is complete.

### **Outcome 3.    be able to use and communicate data and information required for the handover process**

The learner can:

- 3.1 confirm the incoming operator understands the information provided and questions are answered before handing over responsibility.
- 3.2 provide the incoming operator with accurate and up-to-date information about the current process conditions and settings, and confirm the process records are complete.
- 3.3 relay special instructions applying to the process or materials and ensure the incoming operator understands the instructions.
- 3.4 check the incoming operator is informed fully about problems and steps taken to resolve them, and other safety, health and environment matters which relate to the process.
- 3.5 maintain operational logs for information passed onto incoming operators.
- 3.6 record and report discrepancies in data or information required by operational procedures to the designated person.
- 3.7 check documentation is legible and clear, and seek confirmation from the designated person if there are doubts or discrepancies.

#### **Outcome 4. be able to resolve problems for the control of waste processing which arise during the exchange of responsibility**

The learner can:

- 4.1 resolve instances where information is missing or unclear, as an incoming operator and as an outgoing operator.
- 4.2 agree, with the designated person, responsibility for passing information about operational or staffing situations that have arisen.
- 4.3 report situations which are outside the responsibility of the job role to the designated person.

#### **Outcome 5. understand the regulation procedures and requirements for exchanging responsibility for control of waste processing operations**

The learner can:

- 5.1 describe appropriately the classifications and types of waste.
- 5.2 describe appropriately the potential hazards associated with different wastes.
- 5.3 describe appropriately details of operational procedures and documentation.
- 5.4 describe appropriately operational procedures and why it is important to comply with them.
- 5.5 determine how to identify work-related hazards and risks.
- 5.6 determine how to deal constructively with colleagues and other people and resolve disagreements.
- 5.7 determine how to use personal protective equipment (PPE) in line with operational procedures.
- 5.8 determine the limits of the job responsibility when communicating with others.

#### **Outcome 6. understand the specific regulation procedures and requirements for exchanging responsibility for control of waste processing operations**

The learner will:

- 6.1 describe appropriately the operational procedures for maintenance of health and safety and environmental permit compliance.
- 6.2 determine the responsibilities of both the incoming and outgoing operators for providing, understanding and clarifying information.
- 6.3 determine how to provide data and other information effectively and efficiently.
- 6.4 determine how, where, and when to record and store data and information.
- 6.5 determine how, and when, to use verbal and written communications effectively.
- 6.6 determine the importance of passing on information about problems encountered during the previous period, causes, and steps taken to resolve them.
- 6.7 determine problems that might arise, symptoms, and steps to take to deal with them.
- 6.8 determine the expected operational performance of the treatment process.
- 6.9 determine where, and how, to access accurate and up-to-date records of the treatment operation and the need to keep it maintained and current.
- 6.10 determine the timing of significant stages in the process.
- 6.11 determine the status of stocks of raw waste, treatment materials, and other necessities.
- 6.12 determine the present health and safety status of the treatment operation.

#### **Outcome 7. be able to work in a manner which underpins effective performance**

The learner can:

- 7.1 recognise and act when others need support.
- 7.2 take responsibility for resolving problems in their work area.

## Unit 219

# Maintain the condition of waste process equipment

**Level:** 2  
**Credit value:** 10  
**UAN:** D/602/1600

### Unit aim

This unit defines the competence - that complies with legislative requirements - required as a client in selecting a contractor for the supply of services. It requires the ability to prepare invitations to tender that provide all the necessary information to potential contractors to allow them to prepare bids within allotted time scales. It involves resolving queries with contractors, to agree the terms of contract, the system of rewards and liquidated damages, and to obtain and act upon legal advice.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. be able to confirm waste processing equipment conforms to operational requirements
2. be able to clean, maintain and adjust waste process equipment to specification
3. be able to use and communicate data and information
4. be able to resolve problems which arise from maintaining waste processing equipment
5. understand the regulation procedures and requirements for maintaining the condition of waste process equipment
6. understand the specific regulation procedures and requirements for maintaining the condition of waste process equipment
7. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO26.

### Support of the unit by a sector or other appropriate body

This unit is developed by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 219            Maintain the condition of waste process equipment**

### Assessment Criteria

#### **Outcome 1.    be able to confirm waste processing equipment conforms to operational requirements**

The learner can:

- 1.1    check the operation of the processing equipment during both operational and non-operational conditions.
- 1.2    check all elements of the risk assessment for carrying out examinations on the equipment are observed, and follow all safe working systems.
- 1.3    follow all organisational procedures where lone working is required.

#### **Outcome 2.    be able to clean, maintain and adjust waste process equipment to specification**

The learner can:

- 2.1    carry out cleaning and maintenance during both operational and non-operational conditions in accordance with operational procedures.
- 2.2    check that the work area is safe for the cleaning and maintenance work to be carried out.
- 2.3    select and use the designated personal protective equipment (PPE) in line with operational requirements.
- 2.4    follow operational maintenance procedures for cleaning, lubricating, adjusting, dismantling and reassembling the equipment.
- 2.5    select, use and dispose of materials, residues maintenance substances, tools and equipment specified in the maintenance procedures.

#### **Outcome 3.    be able to use and communicate data and information**

The learner can:

- 3.1    use and erect warning signs to indicate potential hazards around the work area.
- 3.2    comply with Permit to Work documentation to meet operational requirements before the work is started.
- 3.3    complete performance documentation legibly and accurately and store the documents according to organisational requirements.
- 3.4    notify the designated person when process performance fails to meet organisational requirements.
- 3.5    report - to the designated person - defective equipment that cannot be rectified within the responsibilities of the job role.
- 3.6    comply with operational procedures and guidelines whilst undertaking maintenance work.

#### **Outcome 4.    be able to resolve problems which arise from maintaining waste processing equipment**

The learner can:

- 4.1    remove defective equipment from service and initiate repair procedures.
- 4.2    label and store defective equipment in a manner which prevents its use by others.
- 4.3    bring to the attention of the designated person hazards that arise in the working area.
- 4.4    arrange for replacement equipment to be available when essential equipment is removed from service for major repair or replacement.

## **Outcome 5. understand the regulation procedures and requirements for maintaining the condition of waste process equipment**

The learner can:

- 5.1 describe appropriately the classifications and types of waste.
- 5.2 describe appropriately the potential hazards associated with different wastes.
- 5.3 describe appropriately details of operational procedures and documentation.
- 5.4 describe appropriately operational procedures and why it is important to comply with them.
- 5.5 determine How to identify work-related hazards and risks.
- 5.6 determine How to deal constructively with colleagues and other people and resolve disagreements.
- 5.7 determine How to use personal protective equipment (PPE) in line with operational procedures.
- 5.8 determine the limits of the job responsibility when communicating with others.

## **Outcome 6. understand the specific regulation procedures and requirements for maintaining the condition of waste process equipment**

The learner can:

- 6.1 describe appropriately the permit conditions for the site to operate and maintain the equipment.
- 6.2 describe appropriately the isolation procedures for treatment equipment.
- 6.3 describe appropriately the access requirements and safety interlocks to maintain equipment.
- 6.4 describe appropriately the different types of identifications to use for plant and equipment which is unsuitable to use.
- 6.5 describe appropriately environmentally safe disposal of cleaning fluids, residues and other materials.
- 6.6 describe appropriately emergency procedures related to cleaning and maintenance operations.
- 6.7 describe appropriately the organisational requirements for records about performance, adjustments, maintenance and repair, and parts and materials used.
- 6.8 determine how to initiate and use organisational authorisation procedures.
- 6.9 determine the items needing dismantling prior to cleaning and maintenance, and reassembly.
- 6.10 determine the adjustment parameters and how to make operator adjustments.
- 6.11 determine how to immobilise unserviceable equipment.
- 6.12 determine the cleaning materials, maintenance tools and equipment required for different jobs.
- 6.13 determine how to clean and maintain tools and equipment used to carry out maintenance.
- 6.14 determine how to access risk assessments for inspecting, and maintaining the equipment.
- 6.15 determine the items that require dismantling prior to cleaning and maintenance, and how to reassemble them.
- 6.16 determine how to report defective equipment.
- 6.17 determine how to communicate instructions and information to other people.

## **Outcome 7. be able to work in a manner which underpins effective performance**

The learner can:

- 7.1 recognise and act when others need support.
- 7.2 take responsibility for resolving problems in their work area.

**Level:** 2  
**Credit value:** 2  
**UAN:** H/600/9688

### Unit aim

This unit is about participating in meetings in an active and constructive way. It involves preparation before the meeting, perhaps researching information, consulting with others and clarifying your own objectives and opinions on the various agenda items. It also involves taking a positive stance within the meeting, presenting information and opinions clearly and concisely and acknowledging and building on the contributions of others, in order to arrive at the meeting's objectives. After the meeting, it may be necessary to communicate decisions to other people, in line with any protocol agreed at the meeting.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. be able to prepare for a meeting
2. be able to participate in a meeting
3. be able to communicate information to relevant stakeholders.

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to units D11. Lead meetings, D17. Build and sustain collaborative relationships with other organisations, E10. Take effective decisions and E11. Communicate information and knowledge in the overall suite of National Occupational Standards for Management and Leadership.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence

## **Unit 220          Participate in meetings**

### Assessment Criteria

#### **Outcome 1.    be able to prepare for a meeting**

The learner can:

- 1.1    explain meeting objectives prior to the meeting
- 1.2    identify own role and prepare as necessary

#### **Outcome 2.    be able to participate in a meeting**

The learner can:

- 2.1    contribute to meeting discussions using evidence to support own opinions
- 2.2    acknowledge other viewpoints presented at a meeting
- 2.3    seek clarification or confirmation of own understanding of outcomes

#### **Outcome 3.    be able to communicate information to relevant stakeholders.**

The learner can:

- 3.1    communicate information from the meeting to those who have an interest, in line with any organisational protocol

**Level:** 2  
**Credit value:** 5  
**UAN:** J/601/8884

### Unit aim

This unit is about how organisations change the way they deliver service to their customers because customer expectations rise and because other organisations improve the services they offer. Often the most important ideas about how to improve customer service come from people dealing directly with customers.

This unit is all about how the candidate provides support for changes that the organisation has introduced. In addition, it covers how to present your own ideas for improvements to someone in the organisation who can authorise trying out the change.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. be able to use feedback to identify potential customer service improvements
2. be able to implement changes in customer service
3. be able to assist with the evaluation of changes in customer service
4. know and understand how to support customer service improvements

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit ICS34 of the Customer Service NOS 2010.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

### Assessment

This unit is assessed by a portfolio of evidence

## **Unit 222            Support customer service improvements**

### Assessment Criteria

#### **Outcome 1.    be able to use feedback to identify potential customer service improvements**

The learner can:

- 1.1    gather informal feedback from their customers
- 1.2    use their organisation's procedures to collect feedback from their customers
- 1.3    use the information from their customers to develop a better understanding of their customer service experience
- 1.4    identify ways the service they give could be improved based on information they have gathered
- 1.5    share their ideas for improving customer service with colleagues

#### **Outcome 2.    be able to implement changes in customer service**

The learner can:

- 2.1    identify a possible change that could be made to improve customer service
- 2.2    present their idea for improving customer service to a colleague with the appropriate authority to approve the change
- 2.3    carry out changes to customer service procedures based on their own idea or proposed by their organisation
- 2.4    keep their customers informed of changes to customer service
- 2.5    give customers a positive impression of changes that have been made
- 2.6    work positively with others to support customer service changes

#### **Outcome 3.    be able to assist with the evaluation of changes in customer service**

The learner can:

- 3.1    discuss with others how changes to customer service are working
- 3.2    work with others to identify any negative effects of changes and how these can be avoided

#### **Outcome 4.    know and understand how to support customer service improvements**

The learner can:

- 4.1    show that they know and understand how customer experience is influenced by the way service is delivered
- 4.2    show that they know and understand how customer feedback is obtained
- 4.3    show that they know and understand how to work with others to identify and support change in the way service is delivered
- 4.4    show that they know and understand why it is important to give a positive impression to their customer about the changes made by the organisation even if the learner disagrees with them

**Level:** 2  
**Credit value:** 5  
**UAN:** A/602/1376

### Unit aim

This unit is about the validation of waste, being able to check and confirm the vehicle carrier is registered and that documentation accompanying the waste is correct.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. be able to validate waste
2. be able to resolve problems which arise from the validation of waste
3. understand the regulation procedures and requirements for the validation of waste
4. understand the specific regulation procedures and requirements for the validation of waste
5. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO10.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 226            Validation of waste**

### Assessment Criteria

#### **Outcome 1.    be able to validate waste**

The learner can:

- 1.1    check and confirm the documentation accompanying the waste is correct
- 1.2    establish the waste complies with the site waste management licence
- 1.3    check the documents for wastes being accepted are completed accurately and legibly and they are stored in the designated place
- 1.4    ensure information recorded on documents meets organisational procedures
- 1.5    reject unsuitable waste in accordance with organisational procedures.

#### **Outcome 2.    be able to resolve problems which arise from the validation of waste**

The learner can:

- 2.1    rectify and resolve discrepancies on documents accompanying the waste before it is accepted
- 2.2    report problems outside the responsibility of the job role in accordance with operational procedures.

#### **Outcome 3.    understand the regulation procedures and requirements for the validation of waste**

The learner can:

- 3.1    describe appropriately the classifications and types of waste
- 3.2    describe appropriately details of operational procedures and documentation
- 3.3    describe appropriately operational procedures and why it is important to comply with them.
- 3.4    determine the potential hazards associated with different wastes
- 3.5    determine how to identify work-related hazards and risks
- 3.6    determine how to deal constructively with colleagues and other people and resolve disagreements
- 3.7    determine how to use personal protective equipment (PPE) in line with operational procedures
- 3.8    determine the limits of the job responsibility when communicating with others.

## **Outcome 4. understand the specific regulation procedures and requirements for the validation of waste**

The learner can:

- 4.1 describe appropriately the operational procedures for validation and rejection of waste
- 4.2 describe appropriately the transport, acceptance, and rejection documentation to comply with legal and organisational requirements
- 4.3 describe appropriately the Permit or License conditions covering the acceptance of waste at their site
- 4.4 describe appropriately other relevant environment permit details applicable to the facility.
- 4.5 determine how to recognise classifications of waste that they may encounter in their job role
- 4.6 determine limitations on responsibility for the dissemination of information outside the organisation
- 4.7 determine how to deal with documentation which does not comply with site permit or license or Duty of Care legislation
- 4.8 determine how to deal with emergencies
- 4.9 determine the classifications, using European Waste Codes, of waste that can be permitted on the site.

## **Outcome 5. be able to work in a manner which underpins effective performance**

The learner can:

- 5.1 recognise and act when others need support
- 5.2 take responsibility for resolving problems in their work area.

## Unit 227

# Ensure that staff conform to productive and efficient working practices

**Level:** 2  
**Credit value:** 5  
**UAN:** M/602/1066

### Unit aim

This unit defines the competences required for managing the procedures for receiving waste and controlling its reception, inspection and validation. It requires the implementation and management of procedures for dealing with waste that requires specific handling. The procedures must be implemented in compliance with the legislative requirements for the site operations.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. be able to establish productive working relationships
2. be able to develop individuals and teams to work efficiently
3. be able to use and communicate data and information in line with operational procedures
4. be able to resolve problems which could affect operational efficiency
5. understand the regulation procedures and requirements for ensuring that staff conform to productive and efficient working practices

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WS01.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 227            Ensure that staff conform to productive and efficient working practices**

### Assessment Criteria

#### **Outcome 1    be able to establish productive working relationships**

The learner can:

1. ensure that individuals are motivated to carry out their work in a positive manner.
2. ensure, wherever possible, that individuals are arranged into teams that are able to work productively together.
3. ensure that individuals are aware of the impact of unproductive working methods.
4. identify and resolve issues that impact on productivity in a negative manner.

#### **Outcome 2    be able to develop individuals and teams to work efficiently**

The learner can:

1. ensure that individuals and teams are aware of the needs for efficient operations
2. ensure that individuals are trained to work in the most efficient manner
3. ensure that individuals are aware of the organisations operational requirements for the work being carried out.
4. identify and resolve inefficient working practices.

#### **Outcome 3    be able to use and communicate data and information in line with operational procedures**

The learner can:

1. report inefficient practices, materials, plant and equipment.
2. report unproductive operating conditions in the work environment

#### **Outcome 4    be able to resolve problems which could affect operational efficiency**

The learner can:

1. deal with inefficient behaviour in accordance with responsibilities of the job role and workplace procedures
2. report conditions that are inefficient or unproductive.
3. report problems within own area of responsibility in accordance with operational procedures
4. refer, to the designated person, operational problems that fall outside the responsibility of the job role.

## **Outcome 5    understand the regulation procedures and requirements for ensuring that staff conform to productive and efficient working practices**

The learner can:

- 1    describe appropriately details of operational procedures and documentation.
- 2    determine the classifications and types of materials and products handled at work.
- 3    determine the potential hazards associated with different materials and products.
- 4    determine how to identify work-related hazards and risks.
- 5    determine how to use personal protective equipment (PPE) in line with operational procedures.
- 6    determine operational procedures and why it is important to comply with them.
- 7    determine the limits of the job responsibility when communicating with others.
- 8    describe appropriately the organisational requirements for efficiency and productivity.
- 9    determine how to motivate individuals and teams.
- 10    determine how to create efficient and productive teams.
- 11    determine the benefits of productive working methods.
- 12    determine the impact of unproductive working methods.
- 13    determine the benefits of efficient working methods.
- 14    determine the impact of inefficient working methods.
- 15    determine how to identify unproductive working methods.
- 16    determine how to identify inefficient working methods.
- 17    determine the organisational reporting procedures and processes.
- 18    determine the limits of their responsibility for efficiency and productivity.

## Unit 228

# Inspection of vehicles used in waste management facilities

**Level:** 2  
**Credit value:** 2  
**UAN:** D/602/1371

### Unit aim

This unit defines the competence required to carry out inspections on vehicles, including plant and tracked vehicles, used in the waste management industry. It involves following prescribed procedures, including those for dealing with unsafe situations or damage permitted within the job role. It requires an ability to maintain records and report the results of inspections as required by the organisation and, in particular, damage which could affect safety or effective operation.

The inspections cover vehicles and associated ancillary equipment and tools.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. be able to carry out inspections of vehicles and associated equipment
2. be able to use and communicate data and information connected with inspections
3. be able to resolve problems which arise from inspections of vehicles and associated equipment
4. understand the regulations, procedures and requirements for inspection of vehicles used in waste management facilities
5. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **3** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO15.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 228                    Inspection of vehicles used in waste management facilities

## Assessment Criteria

### **Outcome 1    be able to carry out inspections of vehicles and associated equipment**

The learner can:

1. select and use appropriate PPE prior to commencing an inspection in accordance with the organisational procedures.
2. check that risk assessment outcomes covering the vehicle inspection are met.
3. carry out the vehicle Inspection in accordance with manufacturers' recommendations and the organisation's inspection schedule.
4. check the vehicle system in accordance with organisational requirements.
5. inspect the wheels for security and damage.
6. check for damage, missing items or insecure body work or fittings that might affect the safe operation of the vehicle.
7. check the fuel and windscreen wash levels and fill up the tanks if levels are too low for the day's activities.
8. check the levels of lubricants, cooling system fluid, and other fluid reservoirs.
9. check that health, safety and amenity equipment fitted to, or in, the vehicle is in place and fit for service.

### **Outcome 2    be able to use and communicate data and information connected with inspections**

The learner can:

1. complete daily inspection reports in accordance with organisational requirements.
2. record any corrective actions taken and report them to the designated person.
3. record and report any defects or damage found on vehicles and associated equipment in accordance with organisational procedures.
4. issue clear warnings to drivers where vehicles and associated equipment do not conform to safe operational requirements.
5. attach warning signs to vehicles that must not be moved as a result of identifying serious defects or where minor defects infringe transport legislation.

### **Outcome 3    be able to resolve problems which arise from inspections of vehicles and associated equipment**

The learner can:

1. arrange for minor defects to be rectified before vehicles are released for service.
2. advise their designated supervisor immediately when safety warnings or vehicle isolation measures are ignored by drivers or others.
3. inflate tyres to the correct operating pressure.
4. top up low fluid levels with the appropriate approved fluids and record and report their action to the designated person.
5. request expert opinion from a qualified vehicle technician if the inspection reveals any possible defect with which they are unfamiliar.
6. resupply any missing health, safety and welfare consumables.
7. resolve problems within own area of responsibility.

## **Outcome 4 understand the regulations, procedures and requirements for inspection of vehicles used in waste management facilities**

The learner can:

1. describe appropriately details of work schedules and working procedures.
2. describe appropriately organisational policies and why it is important to comply with them.
3. determine the potential hazards of waste.
4. determine how to identify work-related hazards and difficulties.
5. describe appropriately the operation of the vehicle systems.
6. describe appropriately the procedures for dealing with unsafe situations and vehicles and associated equipment not capable of operating effectively.
7. describe appropriately the procedures for reporting inspections, damage, defects, shortages and actions taken.
8. determine the items that need to be checked for a specific vehicle and associated equipment.
9. determine the items which are essential for safety.
10. determine how to identify damage that would interfere with the safe and effective operation of the vehicle and associated equipment.
11. determine how to identify any items missing in the vehicle's associated equipment.
12. determine the purpose of the inspection check list and how to use it to carry out and record daily checks.
13. determine responsibility within the job role with regard to statutory requirements.
14. determine the permitted repair or replacements which can be made within the job role.

## **Outcome 5 be able to work in a manner which underpins effective performance**

The learner can:

1. recognise and act when others need support
2. be receptive to new ways of working

## Unit 229

# Control the sale of stocked material or products

**Level:** 2  
**Credit value:** 3  
**UAN:** H/601/7628

### Unit aim

Achievement of this unit demonstrates your competence in controlling the sale of stocked materials or products, sometimes termed 'Yard sales' or 'Cash Sales'. You must be able to interpret the customers' requirements, written and/or verbal, confirming if they can be met, giving appropriate instruction for safe collection, and to address any problems which can occur.

You must also be able to ensure the goods sold are as specified and that appropriate payment is made according to operational procedures

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to control the stocks of material or products
2. be able to sell stocked material or products

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national

This unit is linked to NOS WB10 which belongs to Pro Skills – the standards setting body for the process and manufacturing sector.

### Support of the unit by a sector or other appropriate body

This unit is developed by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 229                    Control the sale of stocked material or products**

### Assessment Criteria

#### **Outcome 1    be able to control the stocks of material or products**

The learner can:

1. describe the range of materials/products that are available for sale
2. identify materials/products sold
3. show how to ascertain if stock is available for sale and collection
4. explain the organisational procedures for reporting:
  - sales
  - low or unavailable stock
  - incidents or accidents
  - emergency situations
  - vehicle breakdown
  - spillage
  - damage or contamination of stock
5. detail organisations requirements and procedures for vehicle movement onto, on, and leaving the site.

#### **Outcome 2    be able to sell stocked material or products**

The learner can:

1. explain the organisational policies and procedures in relation to sales transactions
2. check that the purchaser, their vehicle and equipment are appropriate for the goods being purchased
3. establish the identity of customers and that they are acceptable to the organisation
4. describe the organisational procedures for establishing customer identities, and if appropriate, credit ratings
5. accurately interpret the customers' requirements
6. identify that the requested goods are available, and their location
7. decide how the requested goods are to be issued to the customer
8. give precise instructions to the customer for purchasing and receiving material/products requested, including safe loading procedure, and adding any specific product information
9. state the types and forms of information given to customers in relation to sold materials/products
10. demonstrate how to check:
  - purchases against customer requirements
  - that the vehicle is in a safe and suitable condition to leave the site
11. complete documentation on sales according to organisational requirements
12. receive or process payment according to organisational procedures
13. explain the organisational procedures for dealing with customers who are:
  - difficult
  - fail to comply with instructions
  - do not have an approved method of payment.

## Unit 301

## Operate the weighbridge

**Level:** 3  
**Credit value:** 15  
**UAN:** K/601/7615

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in operating a weighbridge in the workplace within the relevant sector of industry.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. be able to carry out prestart checks on the weighbridge
2. be able to operate the weighbridge
3. be able to shut down and secure the weighbridge

### Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This Unit covers Proskills National Occupational Standard Unit WB4 Operate Weighbridge in full.

### Support of the unit by a sector or other appropriate body

This unit has been submitted on behalf of Proskills.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 301      Operate the weighbridge

## Assessment Criteria

### **Outcome 1.    be able to carry out prestart checks on the weighbridge**

The learner can:

- 1.1 demonstrate procedure for setting up and carrying out prestart checks on the weighbridge
- 1.2 confirm that all equipment and resources required are available
- 1.3 identify hazards associated with the weighbridge activity
- 1.4 describe the weighbridge and ancillary equipment operation and its limitations
- 1.5 explain the importance of carrying out organisational prestart procedures correctly
- 1.6 describe the organisational procedures in the event of:
  - identification of a hazard.
  - accidents and incidents.
  - weighbridge and ancillary equipment damage/faults/failure.
  - weighbridge calibration/testing.
  - maintenance.
  - contingency plans should weighbridge be out of use.
  - a vehicle not meeting requirements for the load or for entering/leaving the site.
- 1.7 demonstrate appropriate action in the event of:
  - weighbridge faults.
  - identified hazards.
  - confirming work requirements.
  - accidents or incidents.

### **Outcome 2.    be able to operate the weighbridge**

The learner can:

- 2.1 demonstrate safe operation of weighbridge
- 2.2 demonstrate monitoring of performance of weighbridge (and any ancillary equipment)
- 2.3 demonstrate identification of vehicles and loads
- 2.4 explain the different forms of communication in use
- 2.5 communicate, giving correct information, at the appropriate time, in the prescribed method to:
  - vehicle operators
  - supervision.
- 2.6 ensure records are completed according to organisational requirements
- 2.7 describe the range of materials entering and leaving the site
- 2.8 describe the hazards associated with the weighbridge operation
- 2.9 describe the types of faults that can occur on the weighbridge and ancillary equipment
- 2.10 explain the implications of weighbridge faults
- 2.11 describe the organisational procedures for weighbridge activity recording and reporting
- 2.12 explain the importance of data protection, and security of information
- 2.13 explain the acceptable conditions for vehicles entering and leaving the site, and why these must be maintained.

### **Outcome 3. be able to shut down and secure the weighbridge**

The learner can:

- 3.1 demonstrate procedure to be followed when work is concluded
- 3.2 explain the importance of carrying out organisational shut down and security procedures correctly.

**Level:** 3  
**Credit value:** 5  
**UAN:** Y/600/9669

### Unit aim

This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. be able to plan work for a team
2. be able to allocate work across a team
3. be able to manage team members to achieve objectives
4. be able to monitor and evaluate the performance of team members
5. be able to improve the performance of a team

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly links to D5 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit was developed by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 302          Plan, allocate and monitor work of a team**

### Assessment Criteria

#### **Outcome 1.    be able to plan work for a team**

The learner can:

- 1.1    agree team objectives with own manager
- 1.2    develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.

#### **Outcome 2.    be able to allocate work across a team**

The learner can:

- 2.1    discuss team plans with a team
- 2.2    agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time bound) objectives with team members
- 2.3    agree standard of work required by team

#### **Outcome 3.    be able to manage team members to achieve objectives**

The learner can:

- 3.1    support all team members in order to achieve team objectives

#### **Outcome 4.    be able to monitor and evaluate the performance of team members**

The learner can:

- 4.1    assess team members work against agreed standards and objectives
- 4.2    identify and monitor conflict within a team
- 4.3    identify causes for team members not meeting team objectives

#### **Outcome 5.    be able to improve the performance of a team**

The learner can:

- 5.1    identify ways of improving team performance
- 5.2    provide constructive feedback to team members to improve their performance
- 5.3    implement identified ways of improving team performance

## Unit 303

## Set objectives and provide support for team members

**Level:** 3  
**Credit value:** 5  
**UAN:** M/600/9600

### Unit aim

This unit is about taking a lead in identifying the workforce requirements of your organisation and how these will be satisfied. It involves considering the strategic objectives and plans of the organisation to decide whether the workforce should be expanded, maintained or contracted. It also involves considering whether there is an appropriate mix of people to achieve the organisation's objectives, and whether any problems with this can be sorted out by recruiting staff, moving staff to other positions or making staff redundant. 'Workforce' covers any person who works for the organisation. Colleagues do not have to be directly employed as there is a wide range of contractual arrangements which could be used to provide the people the organisation needs, and part of the planning process is to decide how this is managed.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. be able to communicate a team's purpose and objectives to the team members
2. be able to develop a plan with team members showing how team objectives will be met
3. be able to support team members identifying opportunities and providing support.
4. be able to monitor and evaluate progress and recognise achievement

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to the national occupational standard D4 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit has been developed by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 303            Set objectives and provide support for team members**

### Assessment Criteria

#### **Outcome 1.    be able to communicate a team's purpose and objectives to the team members**

The learner can

- 1.1    describe the purpose of a team
- 1.2    set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- 1.3    communicate the team's purpose and objectives to its members.

#### **Outcome 2.    be able to develop a plan with team members showing how team objectives will be met**

The learner can:

- 2.1    discuss with team members how team objectives will be met
- 2.2    ensure team members participate in the planning process and think creatively
- 2.3    develop plans to meet team objectives
- 2.4    set SMART personal work objectives with team members

#### **Outcome 3.    be able to support team members identifying opportunities and providing support.**

The learner can:

- 3.1    identify opportunities and difficulties faced by team members
- 3.2    discuss identified opportunities and difficulties with team members
- 3.3    provide advice and support to team members to overcome identified difficulties and challenges
- 3.4    provide advice and support to team members to make the most of identified opportunities

#### **Outcome 4.    be able to monitor and evaluate progress and recognise achievement**

The learner can:

- 4.1    monitor and evaluate individual and team activities and progress
- 4.2    provide recognition when individual and team objectives have been achieved

**Level:** 3  
**Credit value:** 8  
**UAN:** D/601/1553

**Unit aim**

Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders.

The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service.

This unit is all about how you develop a relationship with others to improve your customer service performance.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. be able to improve customer service by working with others
2. be able to monitor their own performance when improving customer service
3. be able to monitor team performance when improving customer service
4. understand how to work with others to improve customer service

**Guided learning hours**

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit directly relates the national occupational standard ICS 39 which belongs to the Institute of Customer Service – the independent professional body for customer service.

**Support of the unit by a sector or other appropriate body**

This unit is supported by EUSSC.

**Assessment**

This unit is assessed by a portfolio of evidence.

## **Unit 304            Work with others to improve customer service**

### Assessment Criteria

#### **Outcome 1.    be able to improve customer service by working with others**

The learner can:

- 1.1     contribute constructive ideas for improving customer service
- 1.2     identify what they have to do to improve customer service and confirm this with others
- 1.3     agree with others what they have to do to improve customer service
- 1.4     co-operate with others to improve customer service
- 1.5     keep their commitments made to others
- 1.6     make others aware of anything that may affect plans to improve customer service.

#### **Outcome 2.    be able to monitor their own performance when improving customer service**

The learner can:

- 2.1     discuss with others how what they do affects customer service
- 2.2     identify how the way they work with others contributes towards improving customer service

#### **Outcome 3.    be able to monitor team performance when improving customer service**

The learner can:

- 3.1     discuss with others how teamwork affects customer service performance
- 3.2     work with others to collect information on team customer service performance
- 3.3     identify with others how customer service teamwork could be improved
- 3.4     take action with others to improve customer service performance

#### **Outcome 4.    understand how to work with others to improve customer service**

The learner can:

- 4.1     describe who else is involved either directly or indirectly in the delivery of customer service
- 4.2     describe the roles and responsibilities of others in their organisation
- 4.3     describe the roles of others outside their organisation who have an impact on their services or products
- 4.4     evaluate what the goals or targets of their organisation are in relation to customer service and how these are set
- 4.5     evaluate how their organisation identifies improvements in customer service.

## Unit 305

# Generate and retain waste and resource management business

**Level:** 3  
**Credit value:** 14  
**UAN:** H/602/1503

### Unit aim

This unit defines the competences required to support the generation and retention of waste and resource management business. It involves contact with customers, ascertaining their requirements and proposing services to meet their needs. It requires understanding the waste and resource management business, current waste industry costs & charges and being able to evaluate the customers' needs for waste and resource management services.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to contribute to the generation of business
2. be able to contribute to the retention of business
3. be able to use and communicate data and information
4. be able to report problems which could affect the generation and retention of waste and resource management business
5. understand the regulation procedures and requirements for generating and retaining waste and resource management business
6. understand the specific regulation procedures and requirements for generating and retaining waste and resource management business

### Guided learning hours

It is recommended that **89** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WM10.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 305                      Generate and retain waste and resource management business**

## Assessment Criteria

### **Outcome 1.    be able to contribute to the generation of business**

The learner can:

- 1.1      maintain accurate and up-to-date information on the organisation's services
- 1.2      carry out market research and industry networking to identify potential customers
- 1.3      contact potential customers and establish their needs for waste and resource management services.
- 1.4      develop proposals to meet customer needs and present them to customers in a way that gains their interest.
- 1.5      follow up enquiries for services and expressions of interest for proposals.
- 1.6      acquire orders from customers in response to proposals and initiate the service agreed.

### **Outcome 2.    be able to contribute to the retention of business**

The learner can:

- 2.1      initiate customer's feedback systems for the services provided
- 2.2      respond to negative customer feedback and initiate remedial action
- 2.3      evaluate feedback for its importance and impact on operations
- 2.4      make regular contact with customers to review their business needs

### **Outcome 3.    be able to use and communicate data and information**

The learner can:

- 3.1      communicate information on the organisation's services which are consistent with the organisation's policy
- 3.2      communicate the features and advantages of the available services to generate and retain business
- 3.3      develop and present a reasoned case when providing advice
- 3.4      communicate feedback to colleagues and organisational management
- 3.5      maintain information systems and records for use in generating and retaining business and for quality control purposes
- 3.6      notify the administration process of all new orders and supply full details for charging and accounting purposes

### **Outcome 4.    be able to report problems which could affect the generation and retention of waste and resource management business**

The learner can:

- 4.1      report customer complaints of unsafe or unsatisfactory behaviour by organisational representatives when carrying out the service to the appropriate manager
- 4.2      arrange for customers to be notified if operational problems affect the service delivery
- 4.3      advise colleagues or managers of situations which need their intervention
- 4.4      seek expert advice to resolve situations which are outside the responsibility of the job role
- 4.5      identify any problems in achieving the proposal outcomes and make contingency arrangements for their resolution
- 4.6      arrange for any sub standard work to be remedied

## **Outcome 5. understand the regulation procedures and requirements for generating and retaining waste and resource management business**

The learner can:

- 5.1 describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment for waste and resource management activities
- 5.2 describe appropriately waste management legislation and guidance that is applicable to waste and resource management sites
- 5.3 describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment
- 5.4 describe appropriately the legal requirements and company procedures for dealing with unauthorised wastes
- 5.5 describe appropriately the procedures for the proper management control of work activities on customer's sites
- 5.6 describe appropriately the organisational environmental policy and applicable to the services provided
- 5.7 describe appropriately risk analysis to minimise hazards to personnel and the environment for the services provided

## **Outcome 6. understand the specific regulation procedures and requirements for generating and retaining waste and resource management business**

The learner can:

- 6.1 describe appropriately organisational policies, procedures and resource constraints which may affect advice and information given to others
- 6.2 describe appropriately the principles of confidentiality when handling customer feedback
- 6.3 describe appropriately the organisations objectives relating to environmental protection, health and safety, profitability, operational outcomes and quality standards
- 6.4 describe appropriately recent developments in technology and operating procedures within the waste management industry
- 6.5 describe appropriately the organisations objectives and priorities for the provision of a waste and resource management service
- 6.6 describe appropriately the organisational procedures for the proper management control of work activities on customer's sites
- 6.7 describe appropriately the records required by legislation and by organisational procedures in relation to the services provided
- 6.8 describe appropriately the records required by legislation and by company procedures in relation to the service provided
- 6.9 describe appropriately the procedures for dealing with spillages

## Unit 306

# Manage own professional development within an organisation

**Level:** 3  
**Credit value:** 4  
**UAN:** L/600/9586

### Unit aim

This unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. be able to assess own career goals and personal development
2. be able to set personal work objectives
3. be able to produce a personal development plan
4. be able to implement and monitor own personal development plan.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WM33

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence

## **Unit 306            Manage own professional development within an organisation**

### Assessment Criteria

#### **Outcome 1.    be able to assess own career goals and personal development**

The learner can:

- 1.1    identify own career and personal goals
- 1.2    assess how own career goals affect work role and professional development.

#### **Outcome 2.    be able to set personal work objectives**

The learner can:

- 2.1    agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.

#### **Outcome 3.    be able to produce a personal development plan**

The learner can:

- 3.1    identify gaps between objectives set, own current knowledge and skills
- 3.2    produce a development plan.

#### **Outcome 4.    be able to implement and monitor own personal development plan.**

The learner can:

- 4.1    plan activities identified in own development plan
- 4.2    explain how to monitor and review own personal development plan.

**Level:** 3  
**Credit value:** 4  
**UAN:** A/601/7182

### Unit aim

This unit is about managing the traffic office. It deals with recording feedback, communicating it to relevant people and advising them of likely outcomes. It involves evaluating performance, effectiveness and efficiency to identify trends. This unit is relevant to those managing or supervising staff engaged in road transport operations. This could relate to warehousing and storage, transport or freight forwarding.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. know how to manage the traffic office
2. be able to manage the traffic office

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is mapped directly to Skills for Logistics NOS Unit SfL 54 – ‘Manage the traffic office’.

### Support of the unit by a sector or other appropriate body

This unit has been submitted on behalf of Skills for Logistics.

### Assessment

This unit is assessed by a portfolio of evidence

# Unit 307      Manage the traffic office

## Assessment Criteria

### Outcome 1.    know how to manage the traffic office

The learner can:

- 1.1 explain the relevant organisational policies and procedures, in relation to managing the traffic office, that relate to:
  - health, safety and security
  - environmental factors
  - legal requirements
  - operating requirements
  - route, destination, delivery and collection schedules
  - review systems.
- 1.2 explain the following:
  - the type of load and characteristics of the consignment being moved
  - different modes of transport
  - types of vehicles and equipment that can be used for carrying different loads
  - sources of feedback information.
- 1.3 explain how to manage colleagues within the operation
- 1.4 identify problems that can occur when managing the traffic office
- 1.5 explain the appropriate action take, to in order to deal with identified problems.

### Outcome 2.    be able to manage the traffic office

The learner can:

- 2.1 follow all organisational policies and procedures, in relation to managing the traffic office, that relate to:
  - health, safety and security
  - personal protective equipment
  - legal requirements
  - operating requirements
  - route, destination, delivery and collection schedules
  - review systems.
- 2.2 manage colleagues to plan the transportation of loads
- 2.3 monitor the use of resources
- 2.4 support colleagues decisions where problems arise
- 2.5 advise customers and relevant personnel of any changes in the resources allocated or the delivery schedules
- 2.6 maintain records making any changes according to operational procedures
- 2.7 evaluate feedback obtained on the use of resources
- 2.8 review actual performance against the operational plan
- 2.9 evaluate the effectiveness and efficiency of completed operations
- 2.10 formulate an action plan based on patterns or trends in actual performance in order to improve performance
- 2.11 propose amendments to operational and organisational procedures
- 2.12 communicate effectively.

**Level:** 3  
**Credit value:** 4  
**UAN:** L/602/1382

### Unit aim

This unit defines the competences required to ensure waste materials are treated effectively. It involves monitoring and controlling the processing of different types of waste and using equipment safely and effectively. It requires problems to be identified quickly when they arise and resolving them as quickly as possible to minimise disruption to the treatment operation (processes).

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. be able to prepare equipment and materials to treat waste
2. be able to monitor and control waste process operations
3. be able to shut down the processing operations
4. be able to use and communicate data and information connected with waste process operations
5. be able to resolve problems which arise from running waste process operations
6. understand the regulation procedures and requirements for overseeing waste process operations
7. understand the specific regulation procedures and requirements for overseeing waste process operations.
8. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WO25.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 309      Oversee waste progress operations**

### Assessment Criteria

#### **Outcome 1.    be able to prepare equipment and materials to treat waste**

The learner can:

- 1.1 check the process equipment complies with operational requirements before processing is started.
- 1.2 check equipment and materials to be used for processing are fully serviceable and ready for safe use in accordance with operational procedures.
- 1.3 check workplace safety equipment is available, and functioning correctly, before processing is started.
- 1.4 select and use the designated personal protective equipment (PPE) in accordance with operational procedures.
- 1.5 check the work area and equipment is maintained, clean and prepared in order to start processing safely.
- 1.6 follow start up procedures in line with operational procedures.

#### **Outcome 2.    be able to monitor and control waste process operations**

The learner can:

- 2.1 check the work area is left in a clean, safe and serviceable condition on completion of processing activity.
- 2.2 follow shut down procedures in line with operational procedures.
- 2.3 shut the process down safely in the event of any accident, incident, major failure of equipment or other emergency.

#### **Outcome 3.    be able to shut down the processing operations**

The learner can:

- 3.1 conform to all operational procedures for the job.
- 3.2 comply with operational guidelines for maintaining safety and security around the processing area.
- 3.3 monitor the work process to ensure it conforms to quality control measures.
- 3.4 adjust the process controls to ensure operations remain within specification.
- 3.5 confirm the waste and other products of the process meet specifications in full compliance with operational requirements.

## **Outcome 4. be able to use and communicate data and information connected with waste process operations**

The learner can:

- 4.1 follow operational procedures to inform team members and other people in the vicinity when an operation is ready to start or be handed over.
- 4.2 verify the detail in the documentation received with the waste is correct before the waste is processed.
- 4.3 record waste processing information in line with acceptance procedures and confirm the waste acceptance criteria are met.
- 4.4 report abnormalities in received waste or its documentation by bringing them to the attention of the designated person.
- 4.5 record and report the presence of any unacceptable waste in accordance with operational requirements.
- 4.6 report non-conformances of waste to the designated person.
- 4.7 complete all documentation for the processing and dispatch of waste consignments, and check the details are correct for the waste to be despatched.
- 4.8 pass on information to other people where it is needed for other purposes.
- 4.9 record, and report, defects in equipment, failure to meet processing requirements, accidents or other incidents in accordance with operational procedures.
- 4.10 check processing records for quality assurance purposes are stored securely.

## **Outcome 5. be able to resolve problems which arise from running waste process operations**

The learner can:

- 5.1 take steps to reconcile differences between delivery documentation and wastes received before starting process operations.
- 5.2 arrange for minor faults to be put right quickly in order to minimise disruption to processing schedules.
- 5.3 take steps, immediately, to deal with the spillage of waste and any release of contamination to the environment.
- 5.4 alert people, promptly, to emergencies and accidents which arise on the work site.
- 5.5 follow operational procedures promptly when dealing with accidents which result in personal injury or contamination of people.
- 5.6 check that unsafe behaviour is avoided in accordance with the responsibilities of the job role and workplace procedures.
- 5.7 refer matters that affect the integrity of the process, or which pose a health and safety risk, that are outside the responsibility of the job role.

## **Outcome 6. understand the regulation procedures and requirements for overseeing waste process operations**

The learner can:

- 6.1 describe appropriately the classifications and types of waste.
- 6.2 describe appropriately the potential hazards associated with different wastes.
- 6.3 describe appropriately details of operational procedures and documentation.
- 6.4 describe appropriately operational procedures and why it is important to comply with them.
- 6.5 determine how to identify work-related hazards and risks.
- 6.6 determine how to deal constructively with colleagues and other people and resolve disagreements.
- 6.7 determine how to use personal protective equipment (PPE) in line with operational procedures.
- 6.8 determine the limits of the job responsibility when communicating with others.

## **Outcome 7. understand the specific regulation procedures and requirements for overseeing waste process operations.**

The learner can:

- 7.1 describe appropriately control measures and precautions to be used in handling wastes and treatment materials.
- 7.2 describe appropriately the specifications for treated waste product and how to deal with variations from those specifications.
- 7.3 describe appropriately the differences between batch waste treatment processes and continuous waste treatment processes.
- 7.4 describe appropriately the procedures for dealing with outputs and residues.
- 7.5 describe appropriately the procedures for checking process equipment.
- 7.6 describe appropriately the methods which can be used to monitor the treatment process.
- 7.7 describe appropriately the quality control parameters for the treatment processes.
- 7.8 describe appropriately the methods of process adjustment to meet specification range.
- 7.9 describe appropriately the approved methods of sampling from the treatment process.
- 7.10 describe appropriately the procedures for dealing with spillages.
- 7.11 determine the importance of ensuring the people carrying out the process are trained or qualified to do it.
- 7.12 determine the hazards associated with wastes and treatment processes.
- 7.13 determine how to check and confirm that documentation matches the wastes and materials to which it refers.
- 7.14 determine how to deal with cases of non compliance of waste.
- 7.15 determine the importance of hygiene, safety and maintaining good housekeeping practices and standards.
- 7.16 determine how to use emergency stop procedures.
- 7.17 determine the importance of emergency shutdown procedures and how to use them.

## **Outcome 8. be able to work in a manner which underpins effective performance**

The learner can:

- 8.1 recognise and act when others need support.
- 8.2 take responsibility for resolving problems in their work area.

## Unit 312

# Contribute to the management of the environmental impact of work

**Level:** 3  
**Credit value:** 7  
**UAN:** D/602/1063

### Unit aim

This unit defines the competences required for managing the procedures and processes for the treatment of waste. It requires the implementation and management of procedures for controlling treatment operations for wastes. All procedures must be implemented in compliance with the legislative requirements for the site operations.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to maintain the environment through effective contribution to the management of work
2. understand how to manage the impact of work on the environment

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WS04.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# Unit 312      **Contribute to the management of the environmental impact of work**

## Assessment Criteria

### **Outcome 1    be able to maintain the environment through effective contribution to the management of work**

The learner can:

1. organise work activities and the use of resources in own area of responsibility so that they are:
  - efficient and effective.
  - compliant with legal requirements and environmental policies.
  - minimise the negative and maximise the positive impact on the environment.
2. identify the environmental impact of work activities and the use of resources in own area of responsibility.
3. report promptly any identified risks to the environment, which self and others do not have the ability to control.
4. encourage people in own area of responsibility to identify opportunities for, and contribute to, improving environmental performance.
5. identify and implement changes to work activities and the use of resources that will reduce the negative and increase the positive impact on the environment.
6. communicate the environmental benefits resulting from changes to work activities and the use of resources.
7. obtain specialist advice, where necessary, to help identify and manage the environmental impact of their work activities and use of resources.
8. recognise changes in circumstances promptly and adjust plans and activities accordingly.
9. present information clearly, concisely, accurately and in ways that promote understanding.
10. keep people informed of plans and developments.
11. comply with and ensure others comply with:
  - legal requirements.
  - industry regulations.
  - organisational policies.
  - professional codes.
12. act within the limits of own authority.
13. be vigilant to possible hazards.
14. make appropriate information and knowledge available promptly to those who need it and have a right to it.
15. encourage others to share information and knowledge efficiently within the constraints of confidentiality.
16. make best use of available resources and proactively seek new sources of support when necessary.

## **Outcome 2 understand how to manage the impact of work on the environment**

The learner can:

1. explain how to organise work activities and the use of resources in own area of responsibility so that self and others are efficient and effective.
2. explain the importance of organising work activities and the use of resources so that they minimise their negative and maximise their positive environmental impact, and how to do so.
3. explain the importance of identifying the environmental impact of work activities and the use of resources in own area of responsibility, and how to do so.
4. explain the importance of reporting promptly any identified risks to the environment which they do not have the ability to control, and how to do so.
5. explain how to encourage people to make contributions.
6. explain how to identify and implement changes to work activities and the use of resources that will reduce their negative and increase their positive environmental impact.
7. describe the principles of effective communication and how to apply them.
8. explain the limits of own and others responsibility
9. explain industry and sector requirements for managing environmental performance in own area of responsibility
10. describe the legal requirements and environmental policies and how to comply with them.
11. describe the types of risks to the environment, which you and others do not have the ability to control.
12. describe the range of environmental specialists that exist inside and/or outside their organisation.
13. explain own role, responsibilities and limits of own authority.
14. present information clearly, concisely, accurately and in ways that promote understanding.
15. keep people informed of plans and developments
16. make appropriate information and knowledge available promptly to those who need it and have a right to it.
17. encourage others to share information and knowledge efficiently within the constraints of confidentiality.

**Level:** 3  
**Credit value:** 7  
**UAN:** H/602/1064

### Unit aim

This unit defines the competences required for managing the procedures to prepare wastes for further transport for treatment, keeping or disposal elsewhere. It requires the implementation and management of procedures for preparing wastes for transfer from the site to another destination. All procedures must be implemented in compliance with the legislative requirements for the site operations.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to plan and delegate work activities within your area of responsibility
2. be able to manage the timely and safe completion of work activities
3. be able to use and communicate data and information when supervising others
4. be able to resolve problems which arise when supervising and working with others
5. understand the regulations, procedures and requirements for supervising the work of others
6. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WS03.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 313          Supervise the work of others**

### Assessment Criteria

#### **Outcome 1      be able to plan and delegate work activities within your area of responsibility**

The learner can:

1. agree the division of work for each member of staff before instructing work to commence
2. plan the best way to carry out the work to achieve performance requirements
3. confirm that the working methods to be used comply with operational requirements and Health & Safety Regulations

#### **Outcome 2      be able to manage the timely and safe completion of work activities**

The learner can:

1. ensure that all staff carry out, and complete, work activities within performance requirements
2. ensure that individuals work in a safe manner and wear PPE in accordance with organisational requirements
3. identify and resolve any difficulties which arise from staff carrying out their work safely
4. prevent disagreements between people from disrupting work.

#### **Outcome 3      be able to use and communicate data and information when supervising others**

The learner can:

1. complete work documentation in accordance with operational requirements
2. provide colleagues with information to enable them to undertake work in accordance with operational requirements
3. obtain, and communicate to colleagues, information that is needed to enable tasks to be undertaken effectively and safely

#### **Outcome 4      be able to resolve problems which arise when supervising and working with others**

The learner can:

1. notify the designated person when work is likely to be completed later than a pre-agreed schedule.
2. resolve instances of unsafe or disruptive behaviour in accordance with operational procedures.
3. resolve problems arising within own area of responsibility.
4. report problems that cannot be resolved to the designated person.

## **Outcome 5 understand the regulations, procedures and requirements for supervising the work of others**

The learner can:

1. explain the potential hazards associated with different materials.
2. explain how to identify work-related hazards and risks.
3. explain operational procedures and documentation.
4. describe how to deal constructively with colleagues and other people and resolve disagreements.
5. describe how to use personal protective equipment (PPE) in line with operational procedures.
6. explain why it is important to comply with operational procedures.
7. explain the organisations performance requirements for the work being carried out.
8. explain a range of different styles of working.
9. describe the different methods and ways that can be used to supervise and motivate others.
10. explain how to develop productive working relationships.
11. explain how to resolve misunderstandings.
12. explain how to manage meetings and discussions and achieve positive outcomes.
13. explain how to recognise and overcome work-related difficulties in the workplace.

## **Outcome 6 be able to work in a manner which underpins effective performance**

The learner can:

1. recognise and act when others need support
2. be receptive to new ways of working

## Unit 314

# Supervise health and safety in the working environment for waste management activities

**Level:** 3  
**Credit value:** 8  
**UAN:** K/602/1065

### Unit aim

This unit defines the competences required in managing the procedures for the movement, sorting and storage of waste on a site. It requires the implementation and management of procedures for dealing with wastes that requires specific handling and it involves ensuring work activities are performed safely and securely. It requires that all vehicles, plant and crews on-site comply with relevant legislation and organisational procedures that must be implemented in compliance with the legislative requirements for the site operations.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. be able to supervise activities in compliance with health and safety legislation and approved processes and procedures
2. be able to use and communicate data and information in line with operational procedures
3. be able to resolve problems which could affect health and safety
4. understand the regulations, procedures and requirements for supervising health and safety in the working environment for waste management activities
5. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **58** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WS02.

### Support of the unit by a sector or other appropriate body (if required)

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 314            Supervise health and safety in the working environment for waste management activities**

## Assessment Criteria

### **Outcome 1    be able to supervise activities in compliance with health and safety legislation and approved processes and procedures**

The learner can:

1. ensure that all staff maintain their personal standards of hygiene in accordance with organisational requirements.
2. ensure that all staff use their designated personal protective equipment (PPE) in accordance with operational procedures and legislation.
3. ensure that all staff use approved safe working and hygiene methods and techniques when carrying out work activities.
4. make sure work areas are kept clean and tidy and contribute to maintaining them in a suitable condition.
5. ensure that all staff follow safe working procedures and practices in accordance with organisational requirements.
6. ensure that all staff carry out work routines in accordance with organisational procedures.
7. check risk assessments are in place for all aspects of work, prior to instructing staff to commence operations, and ensure that the requirements are complied with.
8. ensure that all pedestrians keep to specified walkways in the work place.
9. give warnings to people who might be at risk from hazardous conditions.
10. ensure data is used and communicated as detailed in operational procedures

### **Outcome 2    be able to use and communicate data and information in line with operational procedures**

The learner can:

1. report unsafe materials, plant and equipment.
2. report unsafe locations to the designated person.
3. report unsafe operating conditions in the work environment.
4. report hazards which have the potential to be risks.
5. report emergencies promptly.

### **Outcome 3    be able to resolve problems which could affect health and safety**

The learner can:

1. deal with unsafe behaviour in accordance workplace procedures and approved practices.
2. take steps to deal with conditions that are hazardous to people.
3. report problems within own area of responsibility in accordance with operational procedures.
4. refer – to the designated person - health and safety issues that fall outside the responsibility of the job role.

## **Outcome 4 understand the regulations, procedures and requirements for supervising health and safety in the working environment for waste management activities**

The learner can:

1. describe the classifications and types of waste.
2. describe the potential hazards associated with different wastes.
3. explain the relevant waste management operational procedures and why it is important to comply with them.
4. describe operational documentation and recording systems.
5. describe the work related hazards and risks associated with work activities and the management of waste.
6. explain how to deal constructively with colleagues and other people and resolve disagreements.
7. explain how to use personal protective equipment (PPE) in line with operational procedures.
8. describe organisations requirements for maintaining personal hygiene.
9. describe the legislative requirements for conducting Risk Assessments in the workplace.
10. describe organisational processes and procedures for reporting potential risks, hazards and dangerous incidents.
11. describe the differences between a hazard and a risk.
12. explain the importance of good housekeeping.
13. explain the importance of identifying hazards and how to minimise them.
14. explain the importance of warning others about risks and ways to do it.
15. explain the different types of plant equipment and potential risks from it.
16. describe hazard warning signs and their purposes.

## **Outcome 5 be able to work in a manner which underpins effective performance**

The learner can:

1. recognise and act when others need support
2. be receptive to new ways of working.

## Unit 315

# Manage the transfer of outputs and disposal of residues from remediation of contaminated land

**Level:** 3  
**Credit value:** 8  
**UAN:** K/602/1406

### Unit aim

This unit defines the competences required to manage the transfer of outputs and safe disposal of residues arising from remediation of contaminated land. It requires the implementation and management of procedures for controlling transfer operations for transporting outputs and for the disposal of waste residues. All procedures must be implemented in compliance with the legislative requirements for the contaminated land remediation operations.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to manage the transfer of outputs and the disposal of residues from remediation of contaminated land
2. be able to use and communicate data and information to enable compliance with legislative and organisational requirements
3. be able to resolve problems which arise from the transfer of outputs and the disposal of residues from remediation of contaminated land
4. understand the regulation procedures and requirements for the transfer of outputs and disposal of residues from remediation of contaminated land
5. understand the specific regulation procedures and requirements for the transfer of outputs and disposal of residues from remediation of contaminated land
6. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WM18.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 315            Manage the transfer of outputs and disposal of residues from remediation of contaminated land**

## Assessment Criteria

### **Outcome 1    be able to manage the transfer of outputs and the disposal of residues from remediation of contaminated land**

The learner can:

1. implement systems and procedures for the transfer and transport of outputs and the disposal of residues from remediation of contaminated land in accordance with legislative and organisational requirements.
2. make arrangements for an adequate supply of materials, equipment and information needed to carry out the loading and transport on or from the site.
3. implement and operate health, safety and environmental risk assessment processes to enable reporting systems to operate effectively.
4. make arrangements for the safe loading of the outputs and residues from the remediation processes.
5. implement procedures and controls for the safe placement of remediated outputs that are to remain on the site.
6. maintain the quality of the organisation's work by ensuring that all procedures and waste transfer and disposal processes are adhered to.

### **Outcome 2    be able to use and communicate data and information to enable compliance with legislative and organisational requirements**

The learner can:

1. implement and maintain recording and information systems for the transfer and transport of outputs and disposal of residues from remediation processes carried out at the site.
2. ensure that sites to which outputs and residues are to be transferred comply with all legislative requirements.
3. inform site personnel of the risks associated with handling hazardous materials that are required to be sent off site for disposal.
4. ensure the programme of work, and operational instructions, relating to the transfer and transport operations contain the information needed for site personnel to carry out the processes in line with organisational procedures.
5. communicate the programme of work and operational instructions to all site personnel in ways which suit the types of information being given.
6. ensure transport documentation for materials leaving the site is completed accurately.
7. maintain accurate records of outputs and residues leaving the site.
8. maintain accurate records of outputs remaining on the site, together with their location.
9. advise colleagues and managers about accidents, incidents, interruptions to work and any situations that require their attention.
10. maintain records of training for all staff employed on transfer and transport operations on the site.

### **Outcome 3 be able to resolve problems which arise from the transfer of outputs and the disposal of residues from remediation of contaminated land**

The learner can:

1. ensure systems are in place to rectify staff shortages, equipment and transport deficiencies, and external causes that prevent the transfer, transport or disposal of wastes.
2. formulate procedures for dealing with spillages on site and ensure that staff understand and follow the prescribed procedures.
3. make arrangements for alternative transport and recipients for outputs and residues when existing arrangements are unavailable.
4. seek expert advice to resolve situations which are outside the responsibility of the job role.

### **Outcome 4 understand the regulation procedures and requirements for the transfer of outputs and disposal of residues from remediation of contaminated land**

The learner can:

1. describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment for waste management activities.
2. describe appropriately waste management legislation and guidance that is applicable to waste management and land remediation sites and for the transportation of wastes.
3. describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment.
4. describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes.
5. describe appropriately the procedures for the proper management control of work activities on the site.
6. describe appropriately the organisational environmental policy and procedures applicable to the site and the Duty of Care requirements for the organisation.
7. describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace.

### **Outcome 5 understand the specific regulation procedures and requirements for the transfer of outputs and disposal of residues from remediation of contaminated land**

The learner can:

1. describe appropriately the organisational procedures for the management of personnel and work activities.
2. describe appropriately the specific legislative requirements and guidance applicable to the transfer and transport of waste from the site.
3. describe appropriately planning permission and the organisation's working plan for the site.
4. describe appropriately the quality inspection and identification procedures and the handling requirements for the types of materials remediated at the site.
5. describe appropriately the operating procedures for all machinery, plant and equipment used on the site for loading remediation materials and residues.
6. describe appropriately control the substances Hazardous to Health (COSHH) assessment data for all hazardous substances received and used on your site.
7. describe appropriately the onsite procedures for the management of storage of the outputs and residues from remediation processes.
8. describe appropriately the records required by legislation and by company procedures in relation to the transfer and transport of remediated materials and residues.
9. describe appropriately the records required by legislation and by company procedures in relation to the placement of remediated materials on the site.

10. describe appropriately the procedures for dealing with spillages.
11. describe appropriately the organisational procedures for transport operations and the supply and use of the transport resources required.
12. describe appropriately regulations applicable to the transport of hazardous substances on public roads.
13. describe appropriately the procedures and documentation required for the transport of waste to comply with legislative requirements and guidance.
14. describe appropriately the procedures for dealing with residues, out of specification remediated materials and any other rejects from the process.
15. determine the range and nature of operational outputs and residues produced from the remediation of contaminated land.
16. determine the storage and handling implications for the remediated material types produced on the site.
17. determine the types, functions and limitations of materials handling equipment available for use on the site.
18. determine the lifting and handling techniques that are suitable for the remediated materials and residues that are being transported on or from the site.
19. determine how to use risk assessment and the identification of potential work-related hazards and difficulties.
20. determine the potential hazards to safety, health and the environment arising from the loading and transport of remediated materials and residues.
21. determine how to interpret process documentation and verify that the information is accurate and relates to the remediated materials and residues.
22. determine how to communicate operational instructions orally and in writing.
23. determine the importance of ensuring people's understanding of operational instructions and how to do this.

## **Outcome 6    be able to work in a manner which underpins effective performance**

The learner can:

1. encourage others to develop themselves
2. apply integrity, fairness & consistency in decision making
3. use different leadership styles depending on individual.

## Unit 316

# Control work activities on a waste management facility

**Level:** 3  
**Credit value:** 9  
**UAN:** Y/602/1501

### Unit aim

This unit defines the competences required for controlling the work activities carried out on a waste management facility. It requires the implementation of procedures to ensure that work activities are established and carried out in accordance with agreed site operational procedures and that all procedures are implemented in compliance with the legislative requirements for the site operations. It is necessary to demonstrate the competence needed to manage records and information systems relating to work activities in accordance with organisational procedures.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to control work activities on a waste facility
2. be able to use and communicate data and information
3. be able to resolve any problems which may arise from controlling work activities on a waste facility
4. understand the regulation procedures and requirements for controlling work activities on a waste management facility
5. understand the specific regulation procedures and requirements for controlling work activities on a waste management facility
6. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WM12.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 316                      Control work activities on a waste management facility**

## Assessment Criteria

### **Outcome 1    be able to control work activities on a waste facility**

The learner can:

1. establish and oversee programmes of work which meet the legislative and organisational requirements required for site activities.
2. ensure that work instructions comply with legislation and organisational procedures & requirements.
3. ensure that staff understand and comply with their work instructions in accordance with legislative and organisational requirements.
4. ensure that individuals have received training before using any machinery, plant or equipment.
5. maintain safe systems of work and put in place precautions to eliminate or reduce the risk from hazards.
6. ensure that the resources and staff with the skills needed to carry out the operating procedures safely are available.
7. identify potential hazards and take steps to reduce risks to personnel and the environment related to wastes which are difficult to handle, may contain disguised materials or unacceptable components, are unauthorised, or likely to present unexpected health problems.
8. monitor staff activity on site operations to ensure they enhance or maintain the quality of the organisation's work.

### **Outcome 2    be able to use and communicate data and information**

The learner can:

1. make sure the programme of work and operational instructions relating to the site operations contain all the information needed for site personnel to carry out the activity in accordance with organisational procedures.
2. communicate the programme of work and operational instructions to all site personnel in ways which suit the types of information being given.
3. keep accurate records of site activities in accordance with legislative and organisational requirements.
4. advise colleagues and managers about accidents, incidents, interruptions to work or any situations that require their attention.
5. maintain a record of training for all staff employed on transfer operations on the site.
6. prepare documentation for the transfer of wastes that meets all duty of care requirements.

### **Outcome 3    be able to resolve any problems which may arise from controlling work activities on a waste facility**

The learner can:

1. take actions to rectify any staff shortages, equipment deficiencies or external causes that prevent the site activities from being carried out.
2. seek advice to resolve situations which are outside the responsibility of the job role.
3. formulate procedures for dealing with spillages on site and ensure that staff understand and follow the prescribed procedures.
4. take steps to rectify any infringement of legislative conditions revealed during routine inspections of the site.

## **Outcome 4 understand the regulation procedures and requirements for controlling work activities on a waste management facility**

### **Assessment Criteria**

The learner can:

1. describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment for waste management activities.
2. describe appropriately waste management legislation and guidance that is applicable to waste management sites.
3. describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for effective care, maintenance and use of this equipment.
4. describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes.
5. describe appropriately the organisational environmental policy and procedures applicable to the site.
6. describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace.
7. describe appropriately the procedures for the proper management control of work activities on the site.

## **Outcome 5 understand the specific regulation procedures and requirements for controlling work activities on a waste management facility**

The learner can:

1. describe appropriately the organisation's objectives and targets for the waste facility.
2. describe appropriately the planning permission legislative requirements and the site working plan for the activities.
3. describe appropriately the records required by legislation and by organisational procedures in relation to work activities on the waste facility.
4. describe appropriately the site procedures for the proper management of personnel and work activities.
5. determine how to identify, rectify and record discrepancies and defects arising from site activities.
6. determine the different types of waste including those requiring specific handling.
7. determine all the types of information required for the completion of paperwork regarding site activities.
8. determine the importance of following equipment operating procedures.
9. determine how to communicate work instructions orally and in writing.
10. determine the importance of ensuring each individual's understanding of work instructions and how to do this.
11. determine the importance of monitoring compliance with work instructions, how to do this, and how to respond to incidents of non-compliance.
12. determine how to report accidents and incidents that arise on site.

## **Outcome 6 understand the regulation procedures and requirements for controlling work activities on a waste management facility**

The learner can:

1. be assertive in making decisions
2. pursue accountability of staff for delegated responsibilities
3. reflect critically on personal achievements to inform future actions.

## Unit 317

# Maintain vehicle crew compliance with operational requirements

**Level:** 3  
**Credit value:** 3  
**UAN:** D/601/7627

### Unit aim

Achievement of this unit demonstrates your competence in monitoring the compliance of vehicle operations, road or rail, on and when leaving the site, with relevant regulations. You must monitor the vehicle crews for safe working practice and compliance with legislation and other requirements. You will report breaches to the appropriate person.

### Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1. be able to maintain vehicle crew compliance with operational requirements.

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard WB9 which belongs to Pro Skills – the standards setting body for the process and manufacturing sector.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 317            Maintain vehicle crew compliance with operational requirements**

## Assessment Criteria

### **Outcome 1    be able to maintain vehicle crew compliance with operational requirements.**

The learner can:

1. explain the organisational policies and procedures for vehicle operation and crews working on the site
2. demonstrate how to check that vehicle crews are aware of the operational requirements
3. give instruction to vehicle crews on the site requirements in a positive manner to achieve compliance
4. describe the regulatory requirements in relation to vehicle movements in relation to the site
5. describe the types and purpose of personal protective equipment used on site
6. demonstrate how to monitor vehicle movements and crew compliance
7. demonstrate the procedure for informing vehicle crews of any failure to comply with organisational requirements
8. explain organisational procedures in the event of:
  - a vehicle crew member unwilling or unable to comply with site operational requirements
  - incident or accident
  - emergency situations
9. explain the importance of communicating with vehicle crews tactfully

**Level:** 3  
**Credit value:** 3  
**UAN:** F/600/9715

### Unit aim

This unit is about taking sound decisions based upon a valid analysis of the best available information. Managers at all levels need to take decisions within their area of responsibility and authority. This unit provides a structure for taking decisions that meet defined objectives and are consistent with a broader framework of values, policies and guidelines.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. be able to identify circumstances that require a decision to be made
2. be able to collect information to inform decision-making
3. be able to analyse information to inform decision-making
4. be able to make a decision

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard E10 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 318            Make effective decisions**

### Assessment Criteria

#### **Outcome 1    be able to identify circumstances that require a decision to be made**

The learner can:

1. explain the circumstances requiring a decision to be made
2. state the desired objective(s) for making a decision
3. establish criteria on which to base the decision, in line with own organisation

#### **Outcome 2    be able to collect information to inform decision-making**

The learner can:

1. identify information needed to inform the decision-making process
2. communicate with stakeholders affected by the decision
3. explain how to inform stakeholders about the decision-making process

#### **Outcome 3    be able to analyse information to inform decision-making**

The learner can:

1. identify information for validity and relevance to the decision-making process
2. analyse information and against established criteria

#### **Outcome 4    be able to make a decision**

The learner can:

1. apply decision-making technique(s) to determine a decision
2. explain the decision made in line with desired objectives
3. communicate the decision taken to relevant stakeholders

## Unit 319

# Manage customer care programs to improve waste management services

**Level:** 3  
**Credit value:** 9  
**UAN:** R/602/1433

### Unit aim

This unit defines the competence required for collecting information from customers about the service organisation's performance and analysing it to identify problems and areas for potential improvement. It requires the ability to formulate improvements, consult with stakeholders in the organisations that will be affected, get them authorised and communicate the authorised improvements to all those involved.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. be able to obtain and analyse feedback from customers on waste and resource management services
2. be able to make recommendations to improve services to customers
3. be able to use and communicate data and information
4. be able to resolve problems which arise from identifying opportunities to improve services to customers
5. understand the regulation procedures and requirements for managing customer care programs to improve waste management services
6. understand the specific regulation procedures and requirements for managing customer care programs to improve waste management services
7. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WM28.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 319            Manage customer care programs to improve waste management services**

### Assessment Criteria

#### **Outcome 1    be able to obtain and analyse feedback from customers on waste and resource management services**

The learner can:

1. initiate customer's feedback systems for the services provided.
2. maintain procedures to acknowledge and record customers' perceptions of problems and praise for good service.
3. initiate procedures to analyse all feedback that is received and record recommendations from customers.
4. respond to negative customer feedback and initiate remedial action.
5. evaluate feedback for its importance and impact on operations and consult with operational experts to formulate possible improvements.
6. implement procedures to make recommendations for improvements to be communicated to key stakeholders for comment.
7. develop key performance indicators and use them to monitor trends and performance based on customer feedback.
8. make regular contact with customers to review their business needs.

#### **Outcome 2    be able to make recommendations to improve services to customers**

The learner can:

1. ensure and confirm that recommendations for improvement meet customer requirements identified by the analysis of customer feedback.
2. consult with key stakeholders on initial recommendations and take into account their comments.
3. create and justify detailed proposals from initial recommendations following consultation with stakeholders.
4. present proposals for improvements, with supporting information, to stakeholders with the correct level of authority to implement the recommendations.

#### **Outcome 3    be able to use and communicate data and information**

The learner can:

1. communicate customer feedback information accurately to the service delivery organisation.
2. comply with organisational procedures to enhance or maintain the organisations quality standards.
3. ensure that all documentation and communication comply with legislation on data protection.
4. maintain records of disclosures of vested interest resulting from the customer care programme.

## **Outcome 4    be able to resolve problems which arise from identifying opportunities to improve services to customers**

The learner can:

1. take steps to rectify any failure to comply with legislative requirements.
2. initiate remedial action for any failure to comply with the detail of the service agreement.
3. refer any issues that are not in the remit or responsibility of the job role to staff with the correct level of authority.
4. report customer complaints of unsafe or unsatisfactory behaviour by organisational representatives when carrying out the service to the appropriate manager.
5. arrange for customers to be notified if operational problems affect the service delivery.
6. advise colleagues or managers of situations which need their intervention.

## **Outcome 5    understand the regulation procedures and requirements for managing customer care programs to improve waste management services**

The learner can:

1. describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment for waste and resource management activities.
2. describe appropriately waste management legislation and guidance that is applicable to waste and resource management sites.
3. describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment.
4. describe appropriately the legal requirements and company procedures for dealing with unauthorised wastes.
5. describe appropriately the procedures for the proper management control of work activities on customers' sites.
6. describe appropriately the organisational environmental policy and procedures applicable to the services provided.
7. describe appropriately risk analysis to minimise hazards to personnel and the environment for the services provided.

## **Outcome 6 understand the specific regulation procedures and requirements for managing customer care programs to improve waste management services**

The learner can:

1. describe appropriately organisational policies, procedures and resource constraints which may affect advice and information given to others.
2. describe appropriately the organisation's objectives relating to environmental protection, health and safety, profitability, operational outcomes and quality standards.
3. describe appropriately recent developments in technology and operating procedures within the waste management industry.
4. describe appropriately the organisation's objectives and priorities for the provision of a waste and resource management service.
5. describe appropriately the organisational procedures for the proper management control of work activities on customer's sites.
6. describe appropriately the records required by legislation and by company procedures in relation to the activities carried out to provide the service.
7. determine the importance of customer feedback and how to respond.
8. determine how to evaluate feedback in terms of impact on operations.
9. determine how to gather and use qualitative and quantitative information.
10. determine the types of problems which may occur when gathering information and how to overcome these.
11. determine how to record and store the information securely.
12. determine the importance of providing information and advice to others and your role and responsibility in relation to this.
13. determine the importance of ensuring the validity of information and how to do this.
14. determine the principles and importance of handling information confidentiality.
15. determine the importance of identifying customer needs and the part you should play in doing this.
16. determine how to identify needs in sufficient detail to develop proposals.
17. determine how to develop reasoned cases and negotiate with potential and actual customers.
18. determine the principles of confidentiality when handling customer feedback.
19. determine the importance of monitoring implementation of a service to a customer and how to deal with problems arising during implementation.
20. determine how to complete all relevant paperwork.
21. determine the potential hazards to safety, health and the environment arising from the activities carried out to provide the service.
22. determine how to interpret process documentation and verify that the information is accurate and relates to the waste and resources handled when providing the service.
23. determine how to communicate operational instructions orally and in writing.
24. determine the importance of ensuring people's understanding of information and advice given and of operational instructions and how to do this.

## **Outcome 7 be able to work in a manner which underpins effective performance**

The learner can:

1. be assertive in making decisions
2. pursue accountability of staff for delegated responsibilities
3. reflect critically on personal achievements to inform future actions

**Level:** 4  
**Credit value:** 8  
**UAN:** J/601/1238

### Unit aim

People managing customer service need to know how effectively it is being delivered. Without this information, they have no way of knowing if their customers are satisfied and are likely to remain loyal. They also need to know what to do to improve customer service to meet and exceed customer expectations. This unit is about planning how the learner can measure standards of customer service by collecting and analysing information. The learner must develop conclusions and recommendations and then report their findings to relevant people.

Most of all, this unit is about approaching the review of customer service quality systematically and making full use of the findings.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. be able to plan how to measure customer service
2. be able to collect and analyse information on customer service
3. understand how to review the quality of customer service

### Guided learning hours

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit B14 of the Customer Service NOS 2010.

### Support of the unit by a sector or other appropriate body

This unit has been submitted on behalf of the Institute of Customer Service.

### Assessment

This unit is assessed by a portfolio of evidence.

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

## **Unit 401            Review the quality of customer service**

### Assessment Criteria

#### **Outcome 1.    be able to plan how to measure customer service**

The learner will:

- 1.1    identify the features of customer service delivery that affect customer satisfaction
- 1.2    plan how they will monitor the features of customer service delivery that affect customer satisfaction
- 1.3    plan how they will analyse the information they have collected.

#### **Outcome 2.    be able to collect and analyse information on customer service**

The learner will:

- 2.1    implement their plans for monitoring customer service processes and outcomes
- 2.2    analyse the monitoring information they have collected
- 2.3    compare the conclusions of their analysis with the criteria they identified
- 2.4    adapt their plans if the agreed methods of collecting and analysing information are not proving effective
- 2.5    communicate the results of their measurement of customer service to colleagues
- 2.6    agree actions to improve customer service that result from their measurements and analysis.

#### **Outcome 3.    understand how to review the quality of customer service**

The learner will:

- 3.1    explain the importance of measuring the quality of customer service
- 3.2    explain which aspects of the customer service process affect customer satisfaction
- 3.3    explain how to select the criteria they will use for measurement of customer service
- 3.4    explain how to construct representative samples
- 3.5    describe the types of information collection methods they could use
- 3.6    describe methods of analysing information on the quality of service
- 3.7    explain how to identify recommendations that flow from their measurement of customer service
- 3.8    explain the procedures for making recommendations on customer service improvements within their organisation.

## Unit 402

## Support learning and development within own area of responsibility

**Level:** 4  
**Credit value:** 5  
**UAN:** M/600/9676

### Unit aim

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued. For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. be able to identify the learning needs of colleagues in own area of responsibility
2. understand how to develop a learning environment in own area of responsibility
3. be able to support colleagues in learning and its application
4. be able to evaluate learning outcomes and future learning and development of colleagues.

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to the national occupational standard D7 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 402            Support learning and development within own area of responsibility**

### Assessment Criteria

#### **Outcome 1.    be able to identify the learning needs of colleagues in own area of responsibility**

The learner can:

- 1.1    identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills
- 1.2    prioritise learning needs of colleagues
- 1.3    produce personal development plans for colleagues in own area of responsibility.

#### **Outcome 2.    understand how to develop a learning environment in own area of responsibility**

The learner can:

- 2.1    explain the benefits of continual learning and development
- 2.2    explain how learning opportunities can be provided for own area of responsibility

#### **Outcome 3.    be able to support colleagues in learning and its application**

The learner can:

- 3.1    identify information, advice and guidance to support learning
- 3.2    communicate to colleagues to take responsibility for their own learning
- 3.3    explain to colleagues how to gain access to learning resources
- 3.4    support colleagues to practise and reflect on what they have learned.

#### **Outcome 4.    be able to evaluate learning outcomes and future learning and development of colleagues.**

The learner can:

- 4.1    examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes
- 4.2    support colleagues when updating their personal development plan

## Unit 403

# Control maintenance and other engineering operations

**Level:** 4  
**Credit value:** 13  
**UAN:** D/602/1435

### Unit aim

This unit is about producing maintenance schedules and giving clear instructions to those responsible for carrying them out. It involves monitoring work and taking steps to ensure it complies with contractual and legal requirements. It requires a proactive approach to reviewing and preventing breakdowns.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to produce maintenance schedules
2. be able to use and communicate data and information
3. be able to monitor maintenance and other engineering operations
4. understand the underpinning regulations, procedures and requirements for managing waste operations
5. understand the specific regulation procedures and requirements for controlling maintenance and other engineering operations
6. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **59** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WM30.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 403                      Control maintenance and other engineering operations**

## Assessment Criteria

### **Outcome 1    be able to produce maintenance schedules**

The learner can:

1. confirm the maintenance activities that are required to achieve maintenance requirements and use the data to draw up the most suitable sequence and timing
2. schedule the time and resources available for undertaking maintenance activities
3. produce maintenance schedules that are capable of meeting all relevant maintenance requirements, comply with legislation, and meet the requirements of external bodies and equipment manufacturers
4. produce contingency plans which take account of potential difficulties
5. specify clearly and record the maintenance schedule in accordance with organisational procedures
6. implement procedures to ensure that test certificates and operator certificates are kept up-to-date.

### **Outcome 2    be able to use and communicate data and information**

The learner can:

1. communicate the maintenance schedules to the people involved in implementing them and to others who would be affected by them.
2. provide clear and accurate instructions to those responsible for maintenance and other engineering activities and check they understand what is required.
3. take steps to ensure those responsible for maintenance and other engineering activities will have the necessary resources available to carry out work to the required standard.
4. review regularly the frequency, nature and causes of breakdowns and use the information to resolve the problems and prevent failures.
5. maintain accurate and up-to-date records.

### **Outcome 3    be able to monitor maintenance and other engineering operations**

The learner can:

1. check the procedures to monitor and review the quality, safety and environmental impact of maintenance and other engineering activities are implemented correctly.
2. take steps immediately to rectify any deviations from contractual or legal requirements.
3. ensure the implementation of maintenance and other engineering activities comply with all relevant regulations and guidelines.
4. ensure operatives on site implement and maintain the agreed systems to record faults and initiate repairs.
5. be pro-active in taking measures to prevent potential breakdowns from occurring.

## **Outcome 4 understand the underpinning regulations, procedures and requirements for managing waste operations**

The learner can:

1. describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment.
2. describe appropriately waste management legislation and guidance that is applicable to waste management sites.
3. describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment.
4. describe appropriately the regulatory requirements and company procedures for dealing with unauthorised wastes.
5. describe appropriately the organisational environmental policy and procedures applicable to the site.
6. describe appropriately risk analysis to minimise hazards to personnel and the environment for the whole workplace.
7. describe appropriately the procedures for the proper management control of work activities on the site.

## **Outcome 5 understand the specific regulation procedures and requirements for controlling maintenance and other engineering operations**

The learner can:

1. describe appropriately relevant legislation, Regulations, Codes of Practice and guidelines applicable to maintenance and other engineering activities.
2. describe appropriately the maintenance activities required for the plant, systems, equipment, vehicles, buildings and structures for which they are responsible.
3. describe appropriately the requirements for statutory testing of equipment and operator certificates.
4. describe appropriately organisational procedures and legal requirements for environmental protection and safe working practices.
5. describe appropriately organisational or site procedures and requirements for reporting faults and initiating repairs.
6. describe appropriately organisational procedures for implementation, control and completion of contracts.
7. describe appropriately the recording systems used for maintenance schedules and records, permits to work and other contract information.
8. describe appropriately handling procedures.
9. determine the time and resources needed for the required maintenance activities.
10. determine the factors to be taken into account when scheduling maintenance activities, including any insurance company requirements.
11. determine what difficulties might occur when implementing maintenance activities and what should be included in contingency plans.
12. determine the importance of checking people's understanding of instructions and how to do this.
13. determine the technical skills needed for the maintenance and engineering activities carried out on their site, how to check that the people involved have the required skills and what to do in response to a perceived skills deficit.
14. determine the system for allocating contracts and permits to work and their role and responsibility in relation to these.
15. determine the terms and conditions of contracts for which they are responsible, including any insurance policy conditions regarding contract work.
16. determine the quality assurance systems that are being used for the maintenance and other engineering activities.
17. determine the importance of enforcing procedures for quality, safety and environmental protection and the actions to take in response to deviations from these.

18. determine the factors that increase the likelihood of breakdowns and action to take to prevent or reduce these, including the relationship between breakdowns and planned maintenance.
19. determine handling implications of recyclable materials.

**Outcome 6    be able to work in a manner which underpins effective performance**

The learner can:

1. be assertive in making decisions.
2. pursue accountability of staff for delegated responsibilities.
3. reflect critically on personal achievements to inform future actions.

## Unit 404

# Manage and maintain effective systems for responding to emergencies

**Level:** 4  
**Credit value:** 19  
**UAN:** M/602/1424

### Unit aim

This unit defines the competence required to implement systems and mechanisms to respond to potential and actual emergencies arising during waste collection, transfer or treatment operations. It also requires the review and modification of processes and procedures in response to potential and actual emergency situations.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. be able to implement emergency plans and procedures
2. be able to maintain effective response to emergencies through the use of procedures and drills
3. understand the regulation procedures and requirements for managing and maintaining effective systems for responding to emergencies
4. understand the specific regulation procedures and requirements for managing and maintaining effective systems for responding to emergencies
5. be able to work in a manner which underpins effective performance

### Guided learning hours

It is recommended that **58** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit developed from WM24.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 404            Manage and maintain effective systems for responding to emergencies**

## Assessment Criteria

### **Outcome 1    be able to implement emergency plans and procedures**

The learner can:

1. identify potential emergency situations for all activities dealing with waste and resources within their area of responsibility.
2. review emergency systems and procedures to provide effective responses to emergencies that may arise during waste and resources handling, collection, transport, transfer or treatment processes.
3. devise and implement new systems and procedures if they do not exist.
4. establish preventative inspection and maintenance programmes for emergency equipment so that it is available and serviceable at all times.
5. make provision for practices and drills to be carried out within normal work operations and record all such practices and drills in accordance with legislative and organisational requirements.
6. introduce and establish mechanisms for communicating emergency plans and procedures to people concerned in ways that suit the types of information being given.
7. carry out training programmes to meet reporting requirements for incidents and accidents.
8. implement incident and accident reporting procedures for all activities in the work place.

### **Outcome 2    be able to maintain effective response to emergencies through the use of procedures and drills**

The learner can:

1. obtain feedback from all personnel participating in practises of emergency drills and use the feedback to improve procedures and practices for emergency situations.
2. carry out reviews of established emergency procedures, and the equipment and resources needed for the procedures.
3. arrange for any deficiencies identified through reviews, practices, and drills and implement plans to resolve the deficiency in accordance with legislative and organisational requirements.
4. evaluate incident and accident reports and make improvements to the emergency plan and its procedures to reduce or eliminate the risks from the hazards identified.
5. advise colleagues and managers about accidents, incidents, interruptions to work or any situations that require their attention.
6. maintain a record of training in accident and emergency procedures for all staff employed.

### **Outcome 3 understand the regulation procedures and requirements for managing and maintaining effective systems for responding to emergencies**

The learner can:

1. describe appropriately the relevant legislation, regulations and codes of practice applicable to safety, health and the environment.
2. describe appropriately waste management and transport legislation and guidance that is applicable.
3. describe appropriately the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment.
4. describe appropriately the legal requirements and company procedures for dealing with unauthorised wastes.
5. describe appropriately the procedures for the proper management control of work activities.
6. describe appropriately the organisational environmental policy and procedures applicable to the services provided.
7. describe appropriately risk analysis to minimise hazards to personnel and the environment for the services provided.

### **Outcome 4 understand the specific regulation procedures and requirements for managing and maintaining effective systems for responding to emergencies**

The learner can:

1. describe appropriately health and safety requirements and emergency procedures.
2. describe appropriately the procedures required in order to load, unload and handle different types of waste.
3. describe appropriately reviewing, organising and resourcing emergency operations.
4. describe appropriately record keeping and the types of data required for monitoring purposes.
5. describe appropriately the organisation's objectives relating to environmental protection, health and safety, profitability, operational outcomes and quality standards.
6. describe appropriately the organisation's objectives and priorities for the provision of a waste and resource management service.
7. describe appropriately the organisational procedures for the proper management control of work activities on customers sites.
8. describe appropriately the records required by legislation and by organisational procedures in relation to the services provided.
9. describe appropriately the specific legislative requirements and guidance applicable to the site and for collection and transport of waste.
10. describe appropriately the records required by legislation and by company procedures in relation to the activities carried out to provide the service.
11. describe appropriately the procedures for dealing with spillages.
12. describe appropriately the Control of Substances Hazardous to Health (COSHH) assessment data for all hazardous substances received, handled and used when providing the service.
13. determine the importance of customer and workplace feedback and how to respond.
14. determine how to evaluate feedback in terms of impact on operations.
15. determine the importance of monitoring implementation of a service to a customer and how to deal with problems arising during implementation.
16. determine the different types of waste and materials that could be handled by the service provided.
17. determine how to complete all relevant paperwork.
18. determine the technical skills needed for the services provided.
19. determine how to ensure that relevant staff has the required skills to provide a service and what to do in response to a perceived skills deficit.

20. determine the storage and handling implications for the waste types handled when providing a service.
21. determine the types, functions and limitations of waste handling equipment available for use on the service.
22. determine how to use risk assessment and the identification of potential work-related hazards and difficulties.
23. determine the potential hazards to safety, health and the environment arising from the activities carried out to provide the service.

**Outcome 5    understand the specific regulation procedures and requirements for managing and maintaining effective systems for responding to emergencies**

The learner can:

1. encourage others to develop themselves
2. apply integrity, fairness & consistency in decision making
3. use different leadership styles depending on the individual

## Unit 405

# Ensure compliance with legal, regulatory, ethical and social requirements

**Level:** 4  
**Credit value:** 5  
**UAN:** H/600/9606

### Unit aim

Organisations must show that they act responsibly in relation to their staff, customers, investors and the communities in which they work. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law. Many organisations also have to work within specific regulations for their industry and ethical frameworks. Organisations who want to maintain a good reputation also have to take account of the views of people in their communities on a whole range of issues such as the environment and other ways in which the organisation affects people's quality of life.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements
2. be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard B8 belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 405            Ensure compliance with legal, regulatory, ethical and social requirements**

### Assessment Criteria

#### **Outcome 1    be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements**

The learner can:

1. monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements

#### **Outcome 2    be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility**

The learner can:

1. identify areas of non-compliance with legal, regulatory, ethical and social procedures
2. examine reasons for non-compliance with procedures
3. make recommendations for corrections to ensure compliance with procedures

## Unit 406

# Plan, allocate and monitor work in own area of responsibility

**Level:** 4  
**Credit value:** 5  
**UAN:** H/600/9674

### Unit aim

This unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. be able to produce a work plan for own area of responsibility
2. be able to allocate and agree responsibilities with team members
3. be able to monitor the progress and quality of work in own area of responsibility and provide feedback
4. be able to review and amend plans of work for own area of responsibility and communicate changes

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard D6 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 406            Plan, allocate and monitor work in own area of responsibility**

### Assessment Criteria

#### **Outcome 1    be able to produce a work plan for own area of responsibility**

The learner can:

1. explain the context in which work is to be undertaken
2. identify the skills base and the resources available
3. examine priorities and success criteria needed for the team
4. produce a work plan for own area of responsibility

#### **Outcome 2    be able to allocate and agree responsibilities with team members**

The learner can:

1. identify team members' responsibilities for identified work activities
2. agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members

#### **Outcome 3    be able to monitor the progress and quality of work in own area of responsibility and provide feedback**

The learner can:

1. identify ways to monitor progress and quality of work
2. monitor and evaluate progress against agreed standards and provide feedback to team members

#### **Outcome 4    be able to review and amend plans of work for own area of responsibility and communicate changes**

The learner can:

1. review and amend work plan where changes are needed
2. communicate changes to team members

## Unit 407

# Implement change in own area of responsibility

**Level:** 4  
**Credit value:** 6  
**UAN:** M/600/9659

### Unit aim

This unit is about putting into practice the strategy and associated plans for a specific change or programme of change. This involves putting in place the necessary resources and supporting systems, including monitoring and communications, to turn the 'vision' into a practical reality.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. understand how to implement change in own area of responsibility
2. be able to involve and support others through the change process
3. be able to implement and monitor a plan for change in own area of responsibility

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard C6 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body (if required)

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 407            Implement change in own area of responsibility**

### Assessment Criteria

#### **Outcome 1    understand how to implement change in own area of responsibility**

The learner can:

1. explain the main models and methods for managing change

#### **Outcome 2    be able to involve and support others through the change process**

The learner can:

1. communicate the benefits of and reasons for change and how they relate to business objectives
2. implement and agree a plan to support change

#### **Outcome 3    be able to implement and monitor a plan for change in own area of responsibility**

The learner can:

1. apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change
2. assess opportunities and barriers to change
3. review action plans and activities according to identified opportunities and barriers to change

## Unit 408

# Identify and evaluate sustainable resources in a waste environment

**Level:** 4  
**Credit value:** 8  
**UAN:** T/602/1683

### Unit aim

This unit looks at sustainable and alternative resourcing and allows the candidate to develop reports pitching ideas for more sustainable or ideas for alternative resources.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to identify and evaluate sustainable resources
2. understand how to identify and evaluate sustainable resources

### Guided learning hours

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard A22.1 which belongs to the Construction Industry Council – the standards setting body for the built environment.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 408            Identify and evaluate sustainable resources in a waste environment**

## Assessment Criteria

### **Outcome 1    be able to identify and evaluate sustainable resources**

The learner can:

1. investigate, from appropriate information sources, the factors which impact on the utilisation and sustainability of finite and renewable resources.
2. estimate the costs and implications of the management and replacement of renewable resources.
3. identify and summarise appropriate and valid information sources and identify potential alternative resources
4. compare the technical performance and environmental implications of alternative resources with the performance of existing finite resources with a similar function and calculate any variances

### **Outcome 2    understand how to identify and evaluate sustainable resources**

The learner can:

1. examine how to investigate, from appropriate information sources, the factors which impact on the utilisation and sustainability of finite and renewable resources
2. examine how to estimate the costs and implications of the management and replacement of renewable resources
3. describe how to identify and summarise appropriate and valid information sources and identify potential alternative resources
4. propose how to compare the technical performance and environmental implications of alternative resources with the performance of existing finite resources with a similar function and calculate any variances

## Unit 501

## Provide leadership in area of responsibility

**Level:** 5  
**Credit value:** 20  
**UAN:** Y/602/1062

### Unit aim

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to provide leadership in own area of responsibility
2. understand behaviours that underpin effective performance and provide leadership in their area of responsibility

### Guided learning hours

It is recommended that **130** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard B5 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

## **Unit 501            Provide leadership in area of responsibility**

### **Assessment Criteria**

#### **Outcome 1    be able to provide leadership in own area of responsibility**

The learner can:

1. create a vision of where own area is going and clearly and enthusiastically communicate it.
2. create objectives and operational plans for people within own working area.
3. ensure that people working within own area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation.
4. steer own area successfully through difficulties and challenges including conflict, diversity and inclusion issues within the area.
5. create and maintain a culture within own area which encourages and recognises creativity and innovation.
6. develop a range of leadership styles and select and apply them to appropriate situations and people.
7. communicate regularly, making effective use of a range of different communication methods, with all the people working within own area and show that they listen to what they say.
8. give people in own area support and advice when they need it especially during periods of setback and change.
9. motivate and support people in own area to achieve their work and development objectives and provide recognition when they are successful.
10. empower people in own area to develop their own ways of working and take their own decisions within agreed boundaries.
11. encourage people to take the lead in their own areas of expertise and show willingness to follow this lead.
12. win, through own performance, the trust and support of people in their area for leadership and get regular feedback on own performance.
13. make time available to support others.
14. show integrity, fairness and consistency in decision making.
15. model behavior that shows respect, helpfulness and co-operation
16. take personal responsibility for making things happen
17. communicates complex tasks and information in a way that can be readily understood.

#### **Outcome 2    understand behaviours that underpin effective performance and provide leadership in their area of responsibility**

The learner can:

1. describe behaviours that generate excitement, enthusiasm and commitment.
2. explain how to create a sense of common purpose.
3. explain how to support others to take decisions autonomously.
4. explain how to seek an understanding of people's needs and motivations.
5. explain how to encourage and support others to make the best use of their abilities.

## Unit 502

## Manage a budget for own area of responsibility

**Level:** 5  
**Credit value:** 7  
**UAN:** A/600/9695

### Unit aim

This unit is about having ownership of and being responsible for a budget for a defined area or activity of work. It initially involves preparing, submitting and agreeing a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. be able to prepare a budget for own area of responsibility
2. be able to manage a budget
3. be able to review budget management performance

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard E1 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 502          Manage a budget for own area of responsibility**

## Assessment Criteria

### **Outcome 1    be able to prepare a budget for own area of responsibility**

The learner can:

1. evaluate information on resource requirements for own area of activity or work
2. produce a draft budget
3. communicate the final budget with relevant stakeholders

### **Outcome 2    be able to manage a budget**

The learner can:

1. analyse variances between planned and actual expenditure
2. provide information on performance to relevant stakeholders
3. explain how to take corrective action within the limits of own authority, in response to budget variances and developments
4. explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority

### **Outcome 3    be able to review budget management performance**

The learner can:

1. review performance against budget
2. assess improvements for future budget planning and management
3. monitor budget performance and implement changes within the limits of own authority or obtain agreement

## Unit 503

# Work productively with colleagues and stakeholders

**Level:** 5  
**Credit value:** 6  
**UAN:** M/600/9662

### Unit aim

This unit is about developing productive working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders. It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this unit. 'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility, including your manager.

For the purposes of this unit, 'stakeholder' refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. be able to provide colleagues and stakeholders with information
2. be able to consult with colleagues and stakeholders in relation to decisions or activities
3. understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders
4. understand how to manage potential conflicts of interest
5. understand how to be able to monitor working relationships
6. be able to review and improve the effectiveness of working relationships

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard D2 belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 503                    Work productively with colleagues and stakeholders**

## Assessment Criteria

### **Outcome 1    be able to provide colleagues and stakeholders with information**

The learner can:

1. identify information to be communicated to selected colleagues and stakeholders
2. adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders

### **Outcome 2    be able to consult with colleagues and stakeholders in relation to decisions or activities**

The learner can:

1. communicate with colleagues and stakeholders regarding any decisions or activities

### **Outcome 3    understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders**

The learner can:

1. examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled.
2. examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders

### **Outcome 4    understand how to manage potential conflicts of interest**

The learner can:

1. explain how to identify and manage potential conflicts of interest

### **Outcome 5    understand how to be able to monitor working relationships**

The learner can:

1. explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders
2. explain how to monitor change in the working environment

### **Outcome 6    be able to review and improve the effectiveness of working relationships**

The learner can:

1. analyse feedback on working relationships from colleagues and stakeholders
2. evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness
3. identify and implement improvements to working relationships

**Level:** 5  
**Credit value:** 3  
**UAN:** T/600/9663

**Unit aim**

This unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding, and who are likely to perform effectively, are appointed. As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues. Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself. For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. be able to review human resource requirements to meet business objectives in own area of responsibility
2. understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements
3. be able to participate in the recruitment and selection process
4. be able to evaluate the recruitment and selection process and identify improvements for the future

**Guided learning hours**

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to the national occupational standard D3 which belongs to the MSC – the standards setting body for management and leadership.

**Support of the unit by a sector or other appropriate body**

This unit is supported by EUSSC.

**Assessment**

This unit is assessed by a portfolio of evidence.

## **Unit 504            Recruit staff in own area of responsibility**

### Assessment Criteria

#### **Outcome 1    be able to review human resource requirements to meet business objectives in own area of responsibility**

The learner can:

1. examine the human resources required to meet objectives in own area of responsibility
2. identify gaps between current and required human resources to meet objectives
3. assess the options for human resource requirements to meet objectives

#### **Outcome 2    understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements**

The learner can:

1. explain how to ensure recruitment and selection processes are fair
2. explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met
3. explain when to seek specialist expertise throughout the recruitment process

#### **Outcome 3    be able to participate in the recruitment and selection process**

The learner can:

1. consult with relevant others to produce or update job descriptions
2. agree with colleagues the stages in the recruitment and selection process for identified vacancies
3. identify the methods and criteria that will be used in the recruitment and selection process

#### **Outcome 4    be able to evaluate the recruitment and selection process and identify improvements for the future**

The learner can:

1. assess and select candidates using agreed methods and criteria
2. evaluate the recruitment and selection methods and criteria used in own area of responsibility
3. identify ways of improving future recruitment and selection

**Level:** 7  
**Credit value:** 9  
**UAN:** J/600/9666

### Unit aim

This unit is about taking a lead in identifying the workforce requirements of your organisation and how these will be satisfied. It involves considering the strategic objectives and plans of the organisation to decide whether the workforce should be expanded, maintained or contracted. It also involves considering whether there is an appropriate mix of people to achieve the organisation's objectives, and whether any problems with this can be sorted out by recruiting staff, moving staff to other positions or making staff redundant. 'Workforce' covers any person who works for the organisation. Colleagues do not have to be directly employed as there is a wide range of contractual arrangements which could be used to provide the people the organisation needs, and part of the planning process is to decide how this is managed.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. be able to identify workforce requirements for an organisation
2. be able to review the current workforce of an organisation against identified requirements
3. be able to plan how an organisation's workforce requirements will be met
4. be able to communicate workforce plans to relevant individuals

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the national occupational standard D4 which belongs to the MSC – the standards setting body for management and leadership.

### Support of the unit by a sector or other appropriate body

This unit is supported by EUSSC.

### Assessment

This unit is assessed by a portfolio of evidence.

# **Unit 701            Plan an organisation's workforce**

## Assessment Criteria

### **Outcome 1    be able to identify workforce requirements for an organisation**

The learner can:

1. identify specialist expertise that may be useful in workforce planning
2. analyse key issues that are likely to impact on workforce requirements
3. evaluate an organisation's strategic objectives and plans to inform workforce planning

### **Outcome 2    be able to review the current workforce of an organisation against identified requirements**

The learner can:

1. identify and assess any gaps between the current workforce capacity and the identified workforce requirements

### **Outcome 3    be able to plan how an organisation's workforce requirements will be met**

The learner can:

1. develop and implement a plan that meets an organisation's long-, medium- and short-term workforce requirements
2. ensure that resources needed to recruit, keep and redeploy people are made available.

### **Outcome 4    be able to communicate workforce plans to relevant individuals**

The learner can:

1. communicate workforce plans to relevant individuals.

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** information on how to register for GOLA/e-volve assessments.

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Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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**Published by City & Guilds**  
**1 Giltspur Street**  
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