



Unit title	Make Sure Actions in the Workplace Aim to Protect The Environment
SQA code	H6L0 04
SCQF level	N/A
SCQF credit points	0
SSC ref	PR4

History of changes

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Version number	Date	Description	Authorised by
02	20/11/2014	Update to Unit assessment information.	Qualifications Officer

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Title		Make Sure Actions in the Workplace Aim to Protect The Environment	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Be able to identify risks to the environment arising from the workplace.	1.1	Identify people in the workplace to whom environmental matters are reported.
		1.2	Confirm they are up to date on environmentally friendly working practices relevant to the workplace.
		1.3	Identify any current working practices in own job role that could cause harm the environment.
		1.4	Identify materials, products or equipment in any part of own job role which could cause harm to the environment.
		1.5	Report any differences between legal regulations and workplace instructions and the actual use of materials and products hazardous to the environment.
		1.6	Promptly report to the people responsible for environmental matters the hazards that present high risks.
2	Be able to minimise the risks to the environment arising from the workplace.	2.1	Research the relevant legal requirements and workplace environmental instructions for own job role.
		2.2	Define within own capability and the scope of own job responsibilities how to: <ul style="list-style-type: none"> (a) control the environmental hazards. (b) promptly report environmental risks that the learner is unable to deal with. (c) pass on suggestions for limiting risks to the environment to the responsible person.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>2.3 Apply the correct instructions for:</p> <ul style="list-style-type: none"> (a) handling materials and products that can be harmful to the environment. (b) their proper disposal.
<p>3 Know the legislation relating to environmental matters that affect own workplace.</p>	<p>3.1 Explain own responsibilities for the environment as defined by any specific legislation covering own job role and:</p> <ul style="list-style-type: none"> ◆ own responsibility for controlling hazards to the environment ◆ particular risks to the environment that may be present in own workplace and job role ◆ how to use resources and materials effectively and efficiently ◆ the importance of remaining alert to the presence of hazards to the environment in the whole workplace ◆ the responsibility for items (materials and equipment) that can be hazardous to the environment ◆ the specific workplace environmental instructions covering own job role ◆ specific working practices covering own job role <p>3.2 Explain the importance of dealing with, or promptly reporting risks to the environment and communicating who the responsible people are.</p> <p>3.3 Describe the substances and processes categorised as hazardous to the environment.</p> <p>3.4 Explain workplace instructions for handling hazards to the environment that the learner is unable to deal with.</p>

Additional information about the Unit
Unit purpose and aim(s)
The aim of this Unit is to provide learners with the knowledge/understanding/skills to understand and advise those with the responsibilities for the workplace risks, to minimise damage to the environment resulting from work activities. Fundamental to this Unit is an understanding of the terms 'hazard', 'risk' and 'control'.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Creative and Cultural Skills National Occupational Standards
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance Evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

- ◆ a clear, authentic statement indicating how the learner carries out their job
- ◆ dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *Guide to Assessment* can be downloaded free from SQA's website www.sqa.org.uk.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.