



National Unit specification

General information

Unit title: Resource Efficiency in the Workplace (SCQF level 6)

Unit code: H611 46

Superclass: QA

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Unit purpose

This Unit applies to everyone within an organisation who is required to support and develop resource efficiency. This Unit is about supporting sustainable business practice through the application of resource efficient working practices. It provides an overview of the principles of resource efficiency, the need to reduce waste and the need to be energy efficient. In a work based context it provides the knowledge and skills to work effectively to ensure the efficient use of resources and to minimise waste. The ability to assess personal performance and identify and implement opportunities to improve efficiency is also integral to the overall Unit Outcome. This Unit can be delivered in support of any functional area within an organisation.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the principles of resource efficiency.
- 2 Carry out activities to promote resource efficiency in the workplace.

Credit points and level

1 National Unit Credit at SCQF level 6 (6 SCQF credit points at SCQF level 6)

Recommended entry to the Unit

While entry is at the discretion of the centre, it would be beneficial if learners have current or previous experience working within an organisation.

National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Explain the principles of resource efficiency.

Performance Criteria

- (a) Explain the significance of the depletion of non-renewable resources.
- (b) Explain why resource use efficiency is important to sustainability in relation to environmental, economic and social factors.
- (c) Explain the waste hierarchy.
- (d) Explain the principles of energy efficiency.

Outcome 2

Carry out activities to promote resource efficiency in the workplace.

Performance Criteria

- (a) Carry out work according to organisational procedures and production specifications.
- (b) Review own performance to identify opportunities for improving resource efficiency.
- (c) Identify any suspected inefficiency within organisational procedures or production specifications.
- (d) Follow organisational procedures to ensure the implementation of actions to improve the efficiency of resource use.
- (e) Carry out work in a way that actively avoids and minimises waste.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Product evidence and written and/or oral evidence (oral evidence could include recorded creative media formats) will be produced to demonstrate that the learner has achieved all of the Outcomes and Performance Criteria. Learners must produce evidence derived from a real work situation relating to an actual organisation and will produce an individual folio of work in a variety of formats.

Outcome 1 — Learners are required to provide written or oral recorded evidence on a single assessment occasion. The evidence must include:

- ◆ the significance of the depletion of non-renewable resources.
- ◆ why resource use efficiency is important to sustainability in relation to environmental, economic and social factors.
- ◆ the waste hierarchy:
 - reduce
 - re-use
 - re-cycle
- ◆ the principles of energy efficiency.

This assessment should take place in open-book conditions.

Outcome 2 — Learners will be required to demonstrate that they are able to carry out activities to promote resource efficiency in the workplace.

Evidence could comprise a portfolio of evidence, in a variety of formats, covering all of the Performance Criteria. Suggested evidence types include:

- ◆ assessor checklists
- ◆ diaries
- ◆ log-books
- ◆ personal statements
- ◆ organisational policies and procedures
- ◆ production specifications
- ◆ memoranda and other communications with management
- ◆ witness testimony
- ◆ photographs
- ◆ internal reports
- ◆ promotional media materials/documents, video, leaflets, posters
- ◆ e-communications



National Unit Support Notes

Unit title: Resource Efficiency in the Workplace (SCQF level 6)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Wherever possible the context of the Unit should be workplace based. The exploration of the principles of resource efficiency should relate to a learner's own place of work. Learners not in employment must use the delivering centre to provide a suitable workplace environment. For both Outcomes self-study and internet research are recommended — this will ensure that content is both current and relevant. Trusted, preferably government sponsored/recommended websites should be selected, for example Zero Waste Scotland, the Energy Saving Trust, SEPA's NetRegs, etc.

Outcome 1 — Explain the principles of resource efficiency

On completion of this Outcome learners should have an understanding of how waste is derived. Reasons for inefficiencies should involve discussions about processes, technologies and working practices. Drivers to be resource efficient should include environmental reasons as well as business ones such as legislation and fiscal measures, eg Landfill Tax. The principle that waste is a cost needs to be understood. Above all the principle that resource efficiency is an economic necessity and not just a one off event should be understood and that programmes proposed should seek continuous improvement.

Outcome 2 — Carry out activities to promote resource efficiency in the workplace

On completion of this Outcome learners should be aware of the tools and techniques which could be used to promote resource efficiency in the workplace. In promoting resource efficient practices learners need to know how to manage change and be aware of change management processes, eg identification of the problem, action planning, monitoring and targeting.

Learners should demonstrate knowledge of strategies for communication, which are designed to promote a culture of waste awareness and energy efficiency. In doing so learners should show awareness of barriers to resource efficiency and discuss how these might be removed.

This Unit links to the Cogent National Occupational Standard (NOS) Contribute to Resource Efficiency in Support of Sustainable Business Practice (COGSBP26).

National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

This Unit may be delivered as part of the Professional Development Award in Sustainable Business Practice.

It would be best if the Unit were to be delivered and assessed in the order indicated by the Outcomes. Despite this sequencing a holistic approach to teaching and assessment is highly recommended.

It is important to contextualise the content to make it as relevant as possible to the learner's area of work. A range of delivery techniques can be employed, including self-study, research and group discussion. Learners should be encouraged to draw on any experience they have in the workplace as an operative involved in organisational activities. The use of case studies/scenarios will aid them to put their learning into a practical context. It is essential that learners have access to a real work environment. Learners not currently in employment must use the delivering centre to provide a real organisational context.

Learners should also be encouraged to investigate current industry standards and organisational policies through research carried out on the internet and other sources.

It would be helpful for learners to visit an external organisation with a good reputation for environmental management and resource efficiency as part of their studies. Good practice could be identified and used as discussion points within the group. It may be useful for a speaker from a relevant industry to talk to learners about how their organisation plans, implements and improves organisational resource efficiency.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Holistic assessment, ie a portfolio of evidence covering all Outcomes and Performance Criteria is highly recommended. A learner centred approach should be used throughout.

Outcome 1 might be assessed using a series of extended response/structured questions. The questions should cover all Performance Criteria in the Outcome. The assessment should take place in open-book conditions. Learners should be encouraged to research the Outcome Performance Criteria in advance of the assessment event and transcribe their findings to notes — there is no limit to the volume of notes that may be taken into the assessment event. Internet access during the assessment should not be permitted.

The completed assessment may then be used as an introduction to the learner's portfolio of evidence for Outcome 2.

National Unit Support Notes (cont)

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The practical assessment of this Unit could take place in any organisational context and effort should be made to make the situation real and relevant. It may be possible to link this assessment to work experience which the learner carries out as part of the programme of study.

Opportunities for e-assessment

E-assessment is appropriate for the assessment of this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software.

Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

In this Unit, learners will carry out practical activities that involve interacting with management and colleagues within an organisation. There are good opportunities for developing *Communication* and *Problem Solving* skills. Learners will measure and record the efficiency of their workplace activities and there will be good opportunities to enhance *Numeracy* skills.

In addition, given that the Unit embraces the principles of sustainable development, broader skills development in the areas of enterprise, employability, sustainable development and citizenship are integral to this curriculum area. Inevitably learners will improve these skills through completion of the Unit.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is about supporting sustainable business practice through the application of resource efficient working practices. It includes being able to work effectively to ensure the efficient use of resources and to minimise waste. In addition, you need to assess your own performance and identify and implement opportunities to improve efficiency.

This Unit can be delivered in support of any functional area within an organisation.

On completion of **Outcome 1** you will be able to explain the principles of resource efficiency.

You will also be able to explain:

- ◆ the significance of the depletion of non-renewable resources.
- ◆ why resource use efficiency is important to sustainability in relation to environmental, economic and social factors.
- ◆ the waste hierarchy and the principles of energy efficiency.

Outcome 2 is about carrying out activities to promote resource efficiency in the workplace.

On completion of this Outcome you will be able to:

- ◆ carry out work according to organisational procedures and production specifications.
- ◆ review your own performance to identify opportunities for improving resource efficiency.
- ◆ identify any suspected inefficiencies within organisational procedures or production specifications.
- ◆ follow organisational procedures to ensure the implementation of actions to improve the efficiency of resource use within limits of your own authority.
- ◆ carry out work in a way that actively avoids and minimises waste.

On completion of the Unit you will be able to support your organisation in becoming more resource efficient, reducing waste and increasing productivity and ensuring compliance with industry legal and regulatory requirements.

In this Unit, you will carry out practical activities that involve interacting with management and colleagues within your organisation. There are good opportunities for developing *Communication* and *Problem Solving* skills. You will measure and record the efficiency of your workplace activities and there will be good opportunities to enhance your *Numeracy* skills. In addition, given that the Unit embraces the principles of sustainable development, broader skills development in the areas of enterprise, employability, sustainable development and citizenship are integral to this curriculum area. Inevitably you will improve these skills through completion of the Unit.