CIWM (WAMITAB) Level 4 Medium Risk Operator Competence for Closed Inert Landfill

Waste facilities covered:

- *Closed Inert Landfill*

Together, we stand for
a world beyond waste

About CIWM and this Handbook

About CIWM

CIWM is an awarding organisation and charity that develops qualifications for those working in cleaning, street cleansing, facilities management, resource management, recycling and parking from operative through to management level.

As the leading professional body for resource and waste professionals, CIWM (Chartered Institution of Wastes Management) is the voice of the sector and represents over 5,500 individuals in the UK and overseas.

CIWM has a unique understanding of the sector. Our professional knowledge and trusted reputation enables us to inform and influence legislation and policy, playing a vital part in shaping the future role and reputation of the sector.

Equal Opportunities

CIWM supports the principles of equal opportunities, and we are committed to meeting these principles in the provision of all our qualifications and assessments. We firmly believe that all learners and stakeholders are therefore entitled to receive equal treatment irrespective of age, sex, race, marital status, religion, disability, or sexual orientation.

The Purpose of this Qualification Handbook

Welcome to your CIWM Qualification Handbook. This will help you to complete your qualification. It contains:

- The units you need to achieve to complete your qualification.
- Information about your responsibilities as a candidate.
- Reference information covering each learning outcome and assessment criteria.

Candidate Information

Name

CIWM Learner Number

Registration Date

Enrolment Date

Centre Name

Centre Address

Centre Contact

Tutor Name

Contents

Frequently Asked Questions

What is a regulated qualification?

A regulated qualification demonstrates that you have the knowledge, skills and/or understanding to meet the standards expected by employers in your industry. Your qualification is recognised by CIWM and one or more of the educational regulators across the UK.

What is the objective of this qualification?

This qualification is part of the CIWM/WAMITAB Operator Competence Scheme and is designed to provide technically competent people with the knowledge and skills to ensure waste sites comply with either:

- Environmental Permitting Regulations (England and Wales) 2007
- The Waste Management Licensing (Amendment) Regulations (Northern Ireland) 2015

Achievement of this qualification demonstrates competence by the learner to manage permitted waste facilities in England, Wales and Northern Ireland.

Who is it for?

- Technically competent managers (TCM)
- Consultants
- Site managers and supervisors

What are the entry requirements of this qualification?

This qualification is open entry. This means that learners interested in undertaking this qualification do not require any other qualifications or levels of attainment in order to take this qualification.

What job role could this qualification lead to or support?

This qualification is ideal for new or experienced people managing waste and resource management operations that require evidence of their competence, knowledge and skills to ensure waste sites comply with the relevant legislation in England, Wales or Northern Ireland. Once you have achieved your Operator Competence qualification, you will be required to pass a Continuing Competence assessment every two years if you wish to act as the recognised technically competent manager (TCM) on a waste site. All TCM's must be able to demonstrate that they have kept their knowledge and skills up to date.

What do I need to achieve?

To achieve this qualification, you will need to complete the six mandatory units.

Mandatory Unit Group

- Maintain health and safety in the waste and resource management industry (OCS01)
- Manage the environmental impact of work activities (OCS02)
- Control maintenance and other engineering operations (OCS08)
- Manage and maintain systems for responding to emergencies (OCS10)
- Manage and maintain a restored closed landfill site (OCS39)

- Manage an inspection visit at your site from regulatory bodies (OCS65)

What is a unit?

The units of a qualification describe what you must be able to do and understand to perform work activities competently in your job role.
- Learning outcomes: describe what tasks you will be able to do as a result of learning.
- Assessment criteria: describe what activities you will need to do and what you must know to complete each task.

What is a CIWM (WAMITAB) Qualifications Centre?

You will gain your qualification through a CIWM (WAMITAB) Qualifications Centre. It may be your place of work, a local college or training provider. Assessment of your qualification will be carried out at your place of work and the centre is responsible for the administration. Centre staff will therefore:

- Register you with CIWM.
- Provide a registration number.
- Apply for your certificate when you have completed your qualification or units.

How long will it take?

You have two years to complete your qualification from the date of registration, but your centre may have some requirements that they will explain to you.

Who will help me achieve my qualification?

The following people at the CIWM (WAMITAB) Qualifications Centre will help you to achieve your qualification:

Your Assessor

The assessor is the person you will have the most contact with as you work towards your qualification. They will:

- Help you identify any training you need.
- Help you plan your workload and organise your evidence.
- Observe you carrying out your job in the workplace over a period of time.
- Ask questions about the work you do.
- Make decisions about your evidence.
- Judge when you are competent.
- Provide feedback.

Internal Quality Assurer

The internal quality assurer maintains the quality of assessment within the centre.

External Quality Assurer

An external quality assurer is employed by CIWM to ensure that your centre meets the required national standards for quality and assessment.

What are my responsibilities as a learner?

You will need to:

- Provide your centre with your personal details so they can register you with CIWM
- Comply with health and safety law and regulations

What steps will I need to take to complete my qualification?

1. **Planning:** Your assessor will tell you about the mandatory units of the qualification and will help you to select relevant optional units.
2. **Evidence:** You will gather evidence for your portfolio (see next question for types of evidence).
3. **Feedback:** Your assessor will provide regular feedback on your progress and will arrange for additional training if needed. When your assessor confirms you are competent after an assessment, it will be recorded in your handbook.
4. **Achievement:** Once you have completed all the units and gathered all the evidence you need, your centre will apply for your CIWM certificate.

What are the evidence requirements for this qualification?

The primary sources of evidence for this qualification are:

Observation (O): Direct observation or witness testimony where direct observation is not possible. Where this evidence type has been suggested against Assessment Criteria which require the candidate to explain or describe, the assessor must hear or observe the explanation/description (directly or being delivered to others) or see it in writing. The assessor must not infer that the candidate can explain/describe based purely on observation.

Question and Answer (Q/A): candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation / Realistic working environment (S/R): Should be used as a last resort where allowed. Please see the Energy and Utility Skills Assessment Strategy for further information.

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

- Your assessor
- Your qualification workbook
- CIWM

Useful Words

Instructional verbs	Definition
Assessment Criteria	These specify the standard that you are expected to meet to demonstrate that you have achieved the Learning Outcome. Assessment criteria are detailed enough to allow judgments to be made about your competence.
Awarding Organisation	To have a qualification recognised in the UK it must be accredited through an awarding body. These organisations are regulated by Ofqual in England, Qualifications Wales, CCEA in Northern Ireland and SQA in Scotland to ensure that you receive a high quality, recognised qualification upon completion of the course.
CIWM	An Awarding Organisation for a wide range of qualifications in waste management and recycling, cleaning and street cleansing, facilities management, and parking. CIWM is responsible for ensuring the on-going quality of the delivery and assessment of qualifications, and issues certificates to learners upon completion. We have over 25 years of experience developing and quality assuring qualifications, training, and course materials.
CIWM (WAMITAB) Qualifications Centre	These centres are training organisations that have met our strict quality standards and have been approved to deliver our qualifications to learners. They include private providers, colleges of further education, employers, and prisons.
Competence	Competence, in relation to the qualification, describes your ability to consistently be able to undertake work activities, know and understand work-related tasks as per the requirements set out in the standards.
Learner	A person who is registered to work towards achievement of a qualification – i.e. you!
Learning Outcome	These set out what you will be expected to know, understand or be able to do. Each learning outcome relates to one or more assessment criteria, and together they set a clear assessment standard for each unit.
Multiple Choice Tests	A form of assessment where learners are asked to select the best possible answer from the list provided.
Tutor	A person employed to instruct an individual or small group on a particular topic. Tutors that deliver knowledge and understanding qualifications and units should have relevant competence and experience in the subject that they are delivering and have experience of delivering vocational learning.
Units – Mandatory and Optional	Units form the building blocks of all qualifications that are nationally regulated on the Qualification Credit Framework. Units are small chunks of learning that focus on specific aspects of knowledge, skills and understanding. Mandatory units are those that you must achieve, and Optional units offer a range of subjects that you may choose between.
Vocational	A qualification is vocational when it relates directly to the skills, knowledge and understanding required to undertake a specific or broad job role.

Unit Terms

Instructional verbs	Definition
Adapt	To change something to make suitable for new purpose.
Advise	To inform someone about a fact or situation formally or officially.
Analyse	To look at something (e.g. a process) and use given classifications or principles to gain a further understanding.
Apply	To put something into action. A "doing" task which requires "real" evidence from a workplace scenario.
Assess	To offer a reasoned judgement of the standard, quality of situation or ability informed by relevant facts.
Brief	To instruct or inform someone thoroughly to prepare them.
Carry out	To undertake an activity of a practical nature.
Check	To verify or establish. To examine something in order to confirm its accuracy, quality or condition.
Collect	To bring or gather together.
Communicate	To share or exchange information, news or ideas by speech, writing etc
Compare	To look at the characteristics of an item or activity and note the similarities and differences.
Complete	To finish.
Comply	To act in accordance with specified standards or requirements.
Conduct	To do or carry out.
Confirm	To check if something is true, correct, completed or in place.
Consult	To seek information or advice from an expert or professional. To have discussions with someone before undertaking a course of action.
Critically Compare	To look at the characteristics of an item or situation, note the similarities and differences and their respective positive and negative aspects. In some cases, this can include the use of the comparison in context as the basis for decision making.
Define	Provide a generally recognised or accepted definition.
Demonstrate	To clearly show e.g. by practical exhibition (in real time) and/or historic evidence. These would normally be accompanied by an explanation.
Describe	Provide a vivid picture of what it is by using imagery, adjectives and adverbs to make the subject easy to understand. It may also convey an idea or fact.
Determine	To find out or decide e.g. what is relevant. To find a solution by following a set of procedures. To calculate a numeric value.
Develop	Build a process or activity or understanding either from scratch or using an existing product to create something workable.
Differentiate/ Distinguish	To look at the characteristics of an item or situation/activity and explain the differences.

Discuss	To give an account that addresses a range of ideas and arguments.
Ensure	To make certain that something will occur or is the case.
Establish	To set up.
Evaluate/ Justify	To look at whatever the required content/process is and suggest other relevant, significant or possible outcomes. It is the process of exploring, checking and suggesting a likely outcome with reasons.
Examine	To look at, inspect or scrutinise carefully.
Explain	To provide a comprehensive answer that shows an understanding of the content/process mentioned. The answer should include: what it is, how it works, what it looks like, what it does, how it happens, why it happens and any relevant reasons.
Follow	To be guided by instructions.
Give	To supply/provide without explanation.
Identify	This requires the learner to list and describe what is required or relevant to produce an outcome, or requires the learner to make choices to achieve a particular aspect of their job. At Level 4, this would require the learner to say what is available, make the choice and then to explain or justify why the choice was made.
Implement	To put something into practice after the development process has taken place. This ensures that the product/process is actually employed and/or used by self and others during work activities.
Inform	To give someone facts or information.
Keep	To have or retain possession of something.
List	To produce a number of relevant items which apply to the question. Further description is not required.
Maintain	To enable something to continue. To keep something in good condition.
Make	To create, produce or form something.
Manage	After a development process ensure that the product/process works using relevant management techniques.
Minimise	To reduce something to the smallest possible amount or degree.
Monitor	To check if a process or activity is carried out correctly.
Notify	To inform someone of something in a formal or official manner.
Obtain	Acquire.
Organise	To arrange systematically. To coordinate activities. To make arrangements or preparations.
Outline	A description setting out main characteristics or points.
Plan	To consider, set out and communicate what needs to be done.
Prepare	To make ready for use or consideration. To create in advance.
Process	A systematic series of actions.
Produce	To create, manufacture or make something.
Promote	To support or actively encourage. To further progress.
Propose	To put forward an idea, plan or suggestion for consideration.

Provide	To make available or supply.
Recognise	To be aware of, familiar with and able to identify an activity or product.
Recommend	To suggest or put something forward as being suitable for a particular purpose or role with reasons why.
Rectify	To correct or put right.
Refer	To pass the matter to the responsible person for a decision.
Reflect	To look back upon and appraise.
Report	To prepare a detailed account or statement about an event or topic.
Request	To formally ask for something.
Research	To investigate/study to establish facts and reach a conclusion.
Resolve	To settle or find a solution to a problem.
Respond	To react quickly or positively to something.
Review	To formally assess something with the intension of instituting change if required.
Secure	To obtain something e.g. commitment from colleagues.
Seek	To ask for something from someone.
Select	To carefully choose the most suitable option for a task/purpose.
Set up	To prepare a system or set of equipment for operation.
Specify	To state a fact or requirement clearly and precisely.
State	To express something definitely or clearly in speech or writing.
Suggest	To give possible alternatives, produce or put forward an idea/plan.
Summarise	To give a brief statement in your own words of the main points.
Take action/ measures/ steps	To do something to achieve an aim or deal with a problem.
Train	To teach a person a particular skill or type of behaviour through practice and instruction.
Undertake	To take part in or carry out an activity/task.
Use	To apply information or prior learning. To put into service or action. To employ for a given purpose.

CIWM | **Qualifications**

SECTION 1 –
Mandatory Unit Group

Maintain health and safety in the waste and resource management industry (OCS01)

Level: 4		Evidence Type	Portfolio Ref No	Comments
Learning Outcome	**Assessment Criteria**			
1. Know the requirements of health and safety legislation in the waste and resource management industry.	1.1. Explain the main legal requirements of health and safety legislation on waste and resource management facilities, in relation to: • employers • employees • others			
	1.2. Describe the different sources of reliable health and safety information.			
	1.3. Identify how to locate current health and safety information.			
	1.4. Describe the main features and legal requirements for: • fire risk assessment • Plan for managing emergencies • CoSHH • PUWER • LOLER • DSEAR			
2. Understand the hazards, risks, control measures and monitoring associated with a waste and resource management environment.	2.1. Explain the difference between a hazard and a risk.			
	2.2. Explain how to complete a risk assessment.			
	2.3. Explain the difference between a formal and dynamic risk assessment.			
	2.4. Explain the hierarchy of 'control measures'.			
	2.5. Describe the characteristics of hazardous substances and their warning labels.			

	2.6. State the types of personal protective equipment (PPE) required and how they must be used, maintained, and stored.			
	2.7. Identify the main causes of accidents and incidents in the workplace.			
	2.8. Explain how to carry out an accident and incident investigation in line with current regulator guidance.			
3. Be able to make sure that hazards and risks are controlled safely and effectively on site.	3.1. Conduct a risk assessment and implement the control measures.			
	3.2. Maintain accurate records of workplace irregularities.			
	3.3. Check other people are aware of hazards/risks and the actions to minimise them.			
	3.4. Identify the relevant person in the workplace to whom hazards should be reported.			
	3.5. Confirm that precautions to control risks have been agreed with the people responsible for health and safety on site.			
	3.6. Review to make sure all recommended actions have been taken.			
4. Be able to implement organisational health and safety procedures on site.	4.1. Implement workplace health and safety procedures in relation to: • safe use of plant, machinery, and equipment • safe use of chemicals • fire risk • first aid • supervision of visitors and contractors • vehicle movements • any other site-specific hazards as detailed on risk assessments			

	4.2. Ensure procedures are in place to check the health and safety competence of employees.			
	4.3. Conduct monitoring of the workplace at agreed intervals and in accordance with workplace instructions.			
	4.4. Respond to any breaches of health and safety.			
	4.5. Identify training needs for self and others and put plans in place to address them.			
5. Be able to monitor and review safety on site.	5.1 Review performance of health and safety on site.			
	5.2 Request feedback on health and safety performance from relevant people.			
	5.3 Make recommendations for any changes to organisational procedures to maintain health and safety on site.			

Manage the environmental impact of work activities (OCS02)

Level: 4		Evidence Type	Portfolio Ref No	Comments
Learning Outcome	**Assessment Criteria**			
1. Understand the legal and organisational requirements for managing the environmental impact of work activities.	1.1. Describe the legislative requirements, codes of practice and guidance applicable to the transfer and transport of waste from the site.			
	1.2. Explain the organisational procedures for managing the environmental impact of work activities.			
2. Understand how to assess the environmental impact of work activities and how this can be minimised.	2.1. Explain how to assess the impact of work activities and resources in the environment, including risk analysis.			
	2.2. Explain what specialist advice is available to manage the environmental impact of work activities.			
	2.3. Explain how to minimise the environmental impact of work activities.			
	2.4. Explain how to monitor the environmental impact of work activities.			
3. Understand the legal and organisational requirements for managing the risk of fires on site.	3.1. Explain the legal requirements and current guidance for managing the risk of fires on site.			
	3.2. Explain the organisational procedures for managing the risk of fires on site.			
4. Be able to assess and report on the environmental impact of work activities in own area of responsibility.	4.1. Assess the environmental impact on your site of: • work activities • resource use			
	4.2. Review existing control measures for minimising site environmental impacts of:			

	• work activities • resource use			
	4.3. Analyse the effectiveness of the existing control measures and make recommendations for any improvements including those for: • work activities • resource use			
	4.4. Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement.			
5. Be able to organise work activities and resource use to minimise environmental impact.	5.1. Organise resources in own area of responsibility to reduce environmental impact.			
	5.2. Organise work activities in own area of responsibility to reduce environmental impact.			
6. Be able to promote on-going improvement in environmental performance.	6.1. Monitor the environmental impact of work activities.			
	6.2. Establish ways to identify and report opportunities for improving environmental performance.			
	6.3. Communicate on-going environmental performance.			
7. Be able to implement fire prevention controls and measures on site.	7.1. Identify the types and locations of combustible and flammable materials on site.			
	7.2. Identify the types and locations of potential ignition sources on site.			
	7.3. Identify existing control measures aimed at reducing the risk of fire and the impact should fire occur.			
	7.4. Review the effectiveness of the existing control measures and make			

	recommendations for any improvements.			
	7.5. Ensure control measures are implemented on site to reduce the risk of fire.			

Control maintenance and other engineering operations (OCS08)

Level: 4		Evidence Type	Portfolio Ref No	Comments
Learning Outcome	**Assessment Criteria**			
1. Understand the legislative requirements and organisational procedures for controlling maintenance and other engineering operations.	1.1. Describe the legislation, regulations and codes of practice applicable to maintenance and other engineering activities.			
	1.2. Describe the maintenance activities required for the following within own area of responsibility: • plant • systems • equipment • vehicles • buildings • structures			
	1.3. Describe the organisational procedures for reporting faults and initiating repairs on site.			
	1.4. Describe the organisational procedures for implementation, control and completion of maintenance operations.			
	1.5. Describe the system for allocating contracts in own areas of responsibility.			
	1.6. Describe the system for allocating permits to work in own areas of responsibility.			
	1.7. Describe the terms and conditions of contracts in own area of responsibility, including any insurance policy conditions.			
	1.8. Describe the recording systems used for maintenance schedules, records, permits to work and other contract information.			

	1.9. Describe the factors that increase the likelihood of breakdowns and outline actions to prevent or reduce these.			
	1.10. Describe the safety and environmental protection procedures used for maintenance and other engineering activities.			
	1.11. Describe quality assurance systems used for maintenance and other engineering activities.			
	1.12. Explain why it is important to enforce procedures for quality, safety and environmental protection and outline actions to take in response to deviations from these.			
2. Understand how to produce maintenance schedules.	2.1. Identify the time and resources needed for the required maintenance activities.			
	2.2. Describe the factors to consider when scheduling maintenance activities, including any insurance company requirements.			
	2.3. Describe the difficulties that might occur when implementing maintenance activities and what should be included in contingency plans.			
3. Understand how to manage maintenance and other engineering operations.	3.1. Explain why it is important to check personnel understand instructions and the methods used to do this.			
	3.2. Identify the technical skills needed for maintenance and engineering activities undertaken in own area of responsibility.			
	3.3. Describe the methods used to check that all personnel have the required skills and to identify training needs.			

	3.4. Explain the importance of continuing professional development (CPD) for personnel.			
	3.5. Explain why statutory testing of equipment must be kept up-to-date, and how to check.			
4. Be able to produce maintenance schedules.	4.1. Check the maintenance activities that are required to achieve maintenance requirements.			
	4.2. Use data available to schedule the time and resources required to undertake maintenance activities in accordance with organisational procedures.			
	4.3. Manage maintenance schedules that comply with legislation, the requirements of external bodies and equipment manufacturer guidance.			
	4.4. Produce contingency plans which take potential difficulties into account.			
5. Be able to communicate maintenance information effectively.	5.1. Make maintenance schedules available to the people involved in implementing them and to others who would be affected by them.			
	5.2. Provide accurate instructions to those responsible for maintenance and other engineering activities and check they understand what is required.			
	5.3. Take steps to ensure those responsible for maintenance and other engineering activities will have the necessary resources available to perform work to the require standard.			
	5.4. Review regularly the frequency, nature and causes of breakdowns and use the information to resolve problems and prevent failures.			

		5.5. Maintain accurate and up-to-date records of maintenance and other engineering operations.			
6. Be able to manage maintenance and engineering personnel.		6.1. Ensure that all personnel complete maintenance and other engineering activities within performance requirements and timescales.			
		6.2. Ensure operatives on site implement and maintain systems to record faults and initiate repairs.			
7. Be able to monitor maintenance and other engineering operations.		7.1. Monitor and review the quality, safety and environmental impact of maintenance and other engineering activities to ensure they are in accordance with organisational procedures.			
		7.2. Record completed maintenance tasks against the schedule in accordance with organisational procedures.			
		7.3. Ensure the implementation of maintenance and other engineering activities comply with organisational procedures.			
		7.4. Rectify any deviations from contractual or legal requirements.			
		7.5. Take measures to prevent potential breakdowns.			

Manage and maintain systems for responding to emergencies (OCS10)

Level: 4		Evidence Type	Portfolio Ref No	Comments
Learning Outcome	**Assessment Criteria**			
1. Understand the legislative requirements and organisational procedures for maintaining effective systems for responding to emergencies.	1.1. Describe the types of emergency that may arise on site.			
	1.2. Describe the relevant health, safety and environmental legislation and organisational procedures for responding to an emergency.			
2. Understand how to maintain effective systems for responding to emergencies.	2.1. Describe the planning and resource requirements for responding to the following emergencies in line with legislation and organisational procedures; • fire • accident • spills • breaches of security • damage to property • suspicious incidents • power outages			
	2.2. Describe the types of recorded data used to review systems for responding to emergencies.			
	2.3. Describe deficiencies that may be identified during the review and methods of resolving these deficiencies.			
	2.4. Identify the designated person that should be notified of accidents, incidents, interruptions to work, damage to property or any other situations.			

	2.5. Explain why it is important for all personnel to receive training on how to respond to an emergency.			
	2.6. Explain why it is important to have effective systems for responding to emergencies.			
3. Be able to implement emergency plans and procedures.	3.1. Identify potential emergency situations for all activities within own area of responsibility.			
	3.2. Review emergency systems and procedures to provide responses to emergencies that may arise during site activities.			
	3.3. Implement emergency plans and procedures.			
	3.4. Manage preventative inspection and maintenance programmes for emergency equipment so that it is available at all times.			
	3.5. Carry out and record drills during normal work operations in accordance with legislative requirements and organisational procedures.			
	3.6. Manage mechanisms for communicating emergency plans and procedures to all personnel.			
	3.7. Train personnel to report incidents in accordance with legislative and organisational requirements.			
	3.8. Implement incident and accident reporting procedures for all activities in the work place.			
4. Be able to maintain systems for responding to emergencies.	4.1. Review emergency procedures, equipment and resources required to maintain systems.			
	4.2. Obtain feedback from personnel participating in emergency drills to identify potential improvements.			

	4.3. Describe how to resolve any deficiencies identified through reviews, feedback and practices in accordance with legislative requirements and organisational procedures.			
	4.4. Evaluate incident and accident reports to recommend improvements to organisational emergency procedures.			
	4.5. Notify designated person(s) of accidents, incidents, interruptions to work or any situations that require their attention.			
	4.6. Maintain a record of training in accident and emergency procedures for all staff employed.			

Manage and maintain a restored closed landfill site (OCS39)

Level: 4		Evidence Type	Portfolio Ref No	Comments
Learning Outcome	**Assessment Criteria**			
1. Understand the specific regulatory procedures and requirements for managing and maintaining a restored closed landfill site	1.1. Describe the legislative requirements, regulations codes of practice and guidance applicable to aftercare of closed landfill sites.			
	1.2. Describe the planning permission, permit requirements and environmental management system (EMS) for the site.			
	1.3. Explain why it is important to monitor the site hydro geological conditions.			
	1.4. Describe the documentation for aftercare operations to meet the monitoring requirements for the site.			
2. Understand the organisational procedures for managing and maintaining a restored closed landfill site	2.1. Describe the organisational procedures for managing work activities on site.			
	2.2. Describe the organisational procedures for aftercare operations.			
	2.3. Identify the resources required for aftercare operations.			
	2.4. Describe the management systems on site for environmental protection.			
	2.5. Describe the operating procedures for all machinery, plant and equipment used on the site for aftercare.			
	2.6. Describe the onsite procedures for securing landfilled wastes on a permanent basis.			
	2.7. Describe the handling techniques that are suitable for the materials being used to remediate problems arising from aftercare activities.			
	2.8. Describe the methods used to deal with birds, vermin, insect, dust, noise and litter during aftercare of closed landfill sites.			
	3.1. Implement management system for the closed landfill site.			

3. Be able to manage and maintain a restored closed landfill site	3.2. Ensure that site closure operations have met with the requirements for restoration, aftercare and the intended use of the site.				
	3.3. Manage arrangements for the supply of resources needed for aftercare activities.				
	3.4. Implement procedures to record and maintain site monitoring activities that comply with legislative requirements.				
	3.5. Implement a work programme and operational instructions for the aftercare scheme.				
	3.6. Identify the key stakeholders that need to be involved in the aftercare scheme.				
	3.7. Ensure that key stakeholders are consulted on any aftercare maintenance undertaken.				
4. Be able to store, use and communicate information	4.1. Maintain monitoring records and prepare reports in accordance with legislative requirements.				
	4.2. Communicate the monitoring requirements for the aftercare scheme to all relevant people.				
	4.3. Check the work programme and operational instructions for aftercare contains all the information needed to carry out the process in accordance with organisational procedures.				
	4.4. Communicate the operational instructions verbally and in writing.				
	4.5. Check that employees have understood operational instructions.				
	4.6. Maintain accurate records of any post closure restoration and aftercare activities in accordance with legislative requirements and organisational procedures.				
	4.7. Advise colleagues and managers about accidents, incidents, interruptions to work or any situations that require their attention.				
	4.8. Maintain a record of training for all staff employed on all monitoring operations for aftercare.				
5. Know how to identify risks and	5.1. Identify hazards associated with a restored closed landfill site in relation to:				

manage work-related hazards	• health and safety • environment				
	5.2. Describe the control measures to reduce or eliminate risks to safety, health and the environment on a restored closed landfill site.				
	5.3. Describe the organisational procedures for dealing with spillages and emissions.				
	5.4. State the types of personal protective equipment (PPE) required and how they must be used, maintained and stored.				
	5.5. Describe the legal and organisational requirements for recording and reporting risks to health, safety and the environment.				
6. Be able to resolve problems which arise from the aftercare of a closed landfill site	6.1. Take action to rectify any staff shortages, equipment deficiencies or external causes that prevent aftercare activities.				
	6.2. Arrange any restoration remedial work identified during aftercare monitoring.				
	6.3. Resolve any problems which may affect the aftercare of the closed landfill site.				
	6.4. Seek specialist advice to resolve situations which are outside the responsibility of the job role.				

Manage an inspection visit at your site from regulatory bodies (OCS65)

Level: 4		Evidence Type	Portfolio Ref No	Comments
Learning Outcome	**Assessment Criteria**			
1. Understand the regulatory environment.	1.1 Describe the key areas of regulation for your organisation in relation to: • staff • equipment and machinery • environment			
	1.2 Describe the impact that changes in specific regulations have had on your organisation.			
	1.3 Explain how international regulations impact your organisation.			
	1.4 Explain how compliance is enforced by the following regulatory bodies and the sanctions they can take for non-compliance: • environmental regulator • health and safety regulator • planning regulator			
2. Understand compliance within your organisation.	2.1 Explain how to develop a positive relationship between the organisation and the regulatory body.			
	2.2 Explain the benefits of developing a compliance culture within your organisation.			
	2.3 Detail the products and services supplied by your organisation and the compliance issues associated with them.			

3. Understand how to prepare for an inspection from a regulatory body.	3.1 Explain how to prepare for an inspection visit, including: • required resources from those available • information required for the visit			
	3.2 Explain how to minimise disruption to business operations whilst satisfying the requirements of the team.			
	3.3 Describe the regulatory body's approach to monitoring visits.			
	3.4 Describe how to decide which staff will be involved in the process.			
	3.5 Explain how support will be given to staff involved in the process.			
	3.6 Explain the importance of staff being co-operative during an inspection visit.			
4. Be able to plan for an inspection visit from a regulatory body.	4.1 Plan arrangements for a potential inspection visit in terms of: • issues to be considered • inspection areas • possible staff involvement • documentation required			
	4.2 Review documentation identified.			
	4.3 Make sure senior management understand the importance of preparing for an inspection visit.			
	4.4 Brief staff who may be subject to an interview during the inspection visit.			

AO Guidance Note: Unit OCS65

Recent feedback suggests that we must clarify requirements for two assessment criteria in unit OCS65 (manage an inspection visit at your site from regulatory bodies) which forms part of the Operator Competence Scheme qualifications.

Assessment Criterion 1.3: **Explain how international regulations impact on your organisation**

Evidence for this assessment criterion could include information on the EU regulations and directives applicable to all European Union member states that are relevant to the site activity. The Waste Framework Directive would be the primary legislation in all cases with additional specific legislation in particular cases. For example, a learner on a Waste Electrical and Electronic Equipment (WEEE) site may reference the Waste Framework Directive, the WEEE Directive, Batteries Directive etc.

If the learner's site exports waste to other countries, they should also include information on the legislation and regulation that will impact these activities (e.g. Basel Convention), as well as any relevant legislation and regulation they must comply with from the country they are exporting too.

Assessment Criterion 1.4: Explain how compliance is enforced by the following regulatory bodies and the sanctions they can take for non-compliance:

- **Environmental regulator**
- **Health and safety regulator**
- **Planning regulator**

Evidence for this assessment criterion could include information on:

- The processes Regulators use to confirm compliance.
- The various sanctions the Regulators can take (including civil sanctions).
- Any fines that can be applied.

Glossary

Dynamic risk assessment refers to the continuous process of identifying hazards and assessing risk as they arise during work activities so operators can take action to eliminate or reduce risk, as well as monitor and review existing control measures.

Hazard refers to a potential source of harm or negative health effect.

Hazardous waste refers to waste that is dangerous or potentially harmful to our health or the environment. Hazardous wastes can be liquids, solids, gases, or sludges.

Health and safety refers to the regulations and procedures intended to prevent accident or injury.

Inert waste refers to waste that does not experience any significant physical, chemical or biological transformations e.g. it will not dissolve, burn, react, biodegrade or adversely affect other matter.

Operator refers to the person who has control over the operation of a regulated facility

Organisational procedures refer to a series of principles, rules and guidelines designed to ensure organisations reach their long-term goals.

Personal protective equipment (PPE) refers to protective clothing, helmets, goggles or other equipment designed to protect your body from harm.

Risk refers to a situation that exposes someone or something of value to danger.

Risk assessment refers to a systematic process you are required to carry out by law to evaluate potential risks that may be involved in an activity.

Training refers to an organised activity designed to teach a person a particular skill or behaviour to improve performance.

Waste refers to a material, substance or by-product eliminated or discarded as no longer useful or required after the completion of a process.

Waste hierarchy prioritises ways of dealing with waste based on how good they are for the environment.

Working at height refers to any place where a person could fall a distance liable to cause personal injury.

Qualification Structure

To achieve this qualification, learners will need to complete six mandatory units:

Mandatory Units

Ofqual Code	Title	Level	Code
A/508/0756	Maintain health and safety in the waste and resource management industry	4	OCS01
F/508/0757	Manage the environmental impact of work activities	4	OCS02
M/508/0883	Control maintenance and other engineering operations	4	OCS08
A/508/0885	Manage and maintain systems for responding to emergencies	4	OCS10
M/508/1015	Manage and maintain a restored closed landfill site	4	OCS39
Y/508/0974	Manage an inspection visit at your site from regulatory bodies	4	OCS65

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