

Supervisor and team leader competencies in roadside waste and recycling collection

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Supervisor and team leader competencies in roadside waste and recycling collection

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It is widely recognised that team leaders and supervisors have an important role in persuading their crews of the importance of health and safety procedures and safety performance standards. To enable them to fulfil this role they need to have the necessary leadership, interpersonal and communication skills. However, there is a lack of knowledge about the training and competence requirements for these roles and whether any training-related improvements are required.

The aim of the project was to identify the competencies (knowledge, skills, attitudes and behaviours) required for road side waste and recycling collection supervisors and team leaders to manage the health and safety of their crews as well as to ascertain whether current training provided an adequate basis for these competencies to be developed and maintained or whether there were further training needs.

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EXECUTIVE SUMMARY

Introduction

Although the health and safety performance of the waste and recycling industry has improved in recent years, it is still low compared with other industries. This was highlighted in a Government report published in March 2011, 'Good Health and Safety – Good for Everyone'. Household (municipal) and commercial collection and sorting activities account for up to 80% of reported accidents within this industry. There is general agreement across industry that household collection activities are particularly hazardous.

It is widely recognised that team leaders and supervisors have an important role in persuading their crews of the importance of health and safety procedures and safety performance standards. To enable them to fulfil this role they need to have the necessary leadership, interpersonal and communication skills. However, there is a lack of knowledge about the training and competence requirements for these roles and whether any training-related improvements are required.

The research

The Health and Safety Executive commissioned the Health and Safety Laboratory to carry out an exploratory study with the aim of identifying the competencies (knowledge, skills, attitudes and behaviours) required for road side waste and recycling collection supervisors and team leaders to manage the health and safety of their crews. The study also aimed at assessing whether current training provided an adequate basis for these competencies to be developed and maintained or whether there were further training needs.

The specific research objectives were to:

- Review the role of supervisors and team leaders in relation to managing health and safety through job descriptions, interviews and focus groups.
- Identify what competencies are perceived to be necessary to be an effective supervisor or team leader. These competencies will include technical and non-technical (such as interpersonal and leadership) skills.
- Review a sample of training given to supervisors and team leaders; this might include induction and refresher training. Identify whether all the competencies are covered or whether there are any gaps in the training.

An essential element of the research was engagement and collaboration with representatives from the waste and recycling industry, especially representatives from the Waste Industry Safety and Health (WISH) Forum competence working group, the Environmental Services Association (ESA) and Local Authority Waste Safety and Health (LAWS) forum.

For the purposes of the research the following role definitions were used.

- A **team leader** is part of the roadside collection crew on vehicles and will have a role in terms of monitoring the crew's health and safety on the collection rounds.

- A **supervisor** will mainly be office based but will also conduct some monitoring of the roadside collection crews when they are out on their rounds.
- An **operative** is involved in roadside collection but has no driving duties.

Methodology

The methodology is summarised in Figure 1 below.

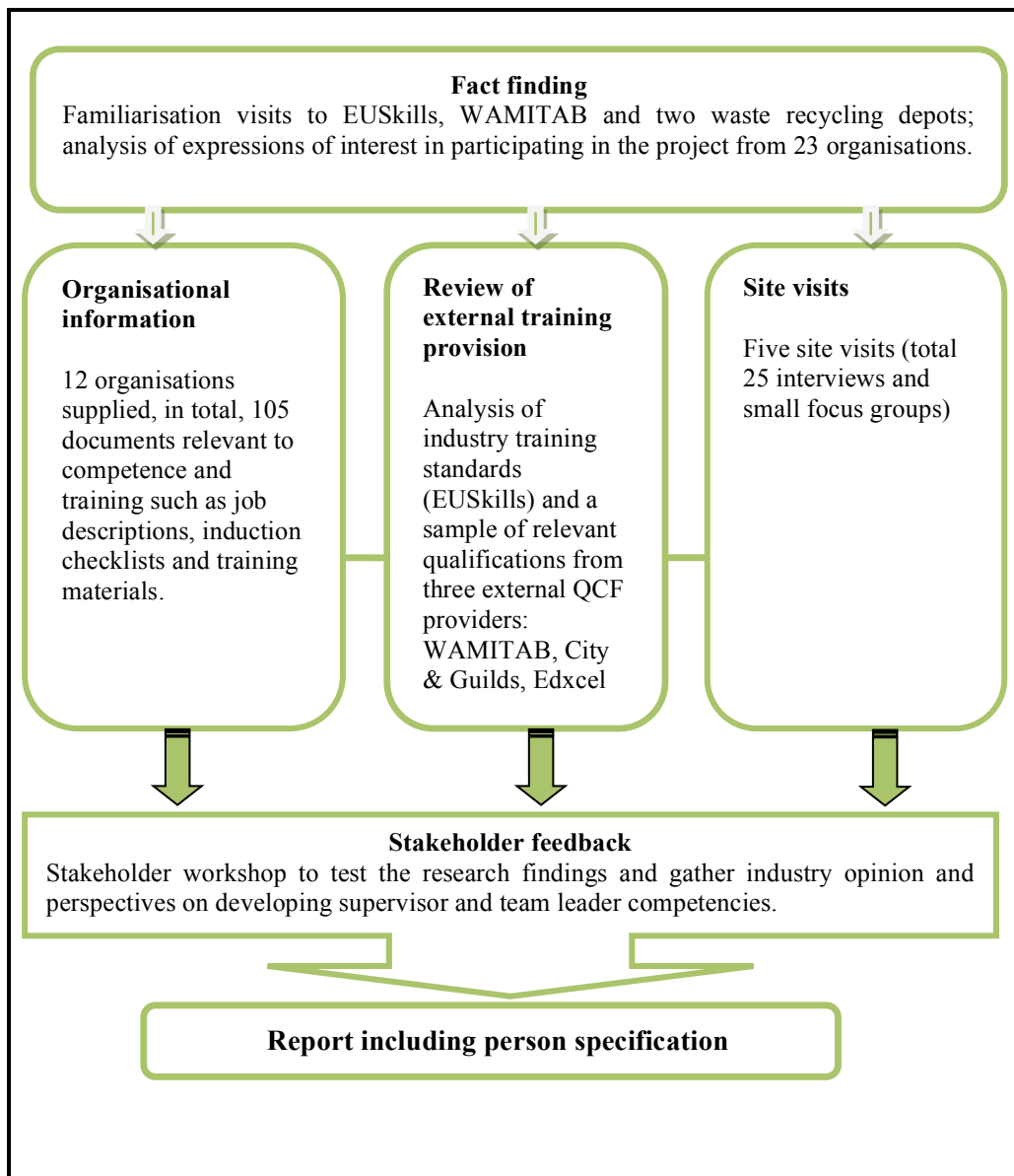


Figure 1: The research methodology

Findings

Competencies

Although there was a general awareness that supervisors should demonstrate the attitudes and behaviours that support and encourage good health and safety working practices, the focus was more towards the acquisition of technical knowledge and skills. This was seen across all the data from the National Occupational Standards, training provision and job descriptions. There appears to be an over reliance on supervisors being promoted into the role with the assumption that they have the necessary leadership skills but with little evidence of non-technical skills development.

Crew members appeared to prefer supervisors who are able to adapt their leadership style depending on any given situation; sometimes being more directive and sometimes being more consultative. The attitudes and behaviours most commonly identified as being important for the supervisory role include being visible, approachable, willing to listen to other points of view, treating others with respect, but when the occasion demands it, not being afraid to be tough and make difficult decisions.

The findings also suggest that often the main conduit for health and safety between the supervisors and the crew members was the driver: The driver cascaded health and safety messages down to the crew from the supervisor and raised crew members' health and safety concerns up to the supervisor. These responsibilities on the drivers were not always formally recognised and their critical role in promoting good health and safety working practices seemed to be under estimated: The focus of the drivers' training was more on their road skills than on non-technical skills. This lack of clarity about the drivers' health and safety role out on the road resulted in some drivers feeling that they could not discipline crew members for health and safety violations.

Training Provision

Overall, the training provision does not properly reflect the hazardous nature of the waste industry. The majority of training provided in support of supervisors and team leaders focuses on developing their technical knowledge and skills rather than the attitudes and behaviours that underpin them. The development of communications and leadership skills appear secondary. There is little or no evidence that the training takes into account the complex working environment.

The types of training for team leaders most frequently reported were:

- Induction training
- General health and safety training
- Refresher training (annually or every two years)
- Manual handling

Formal qualifications in the form of the Qualifications and Credit Framework (QCFs) which has taken over from National Vocational Qualifications (NVQs) provide a vehicle for candidates to achieve recognition of their attainment at work. However, it is possible to attain these qualifications having only completed one generic health and safety module which is contrary to the training one might expect for a hazardous industry. The lack of consistency in training provision means it is possible for two supervisors with the same qualification to have

completed different modules. Unless one is aware of the details of these awards it may be possible to overestimate the level of health and safety awareness a supervisor possesses.

Other findings

Supervisors have a difficult task to fulfil with many of the challenges their crews face being outside their control, e.g. traffic, weather but they still need to provide visible leadership. Both crews and supervisors referred to spot-checks of crews out on collections as ‘spying’ and the negative connotations this implies is not helpful to instilling a health and safety culture. Although they tried to get out of the office, the paperwork often got in the way resulting in many supervisors relying on their team leaders to cascade information. This reinforced the often overlooked importance of the role of team leader.

Next steps for the waste industry

The research was only ever envisaged to provide WISH with a starting point for the industry to take forward improvements to the competency development and training of supervisors and team leaders. Recommendations include:

- Members of WISH should fully support the competency sub-group in developing the competencies of their supervisors and team leaders using the examples contained in the ‘person specification’ from the main report.
- For consistency, the industry needs to agree the definitions of types of behaviours and attitudes related to health and safety that are relevant for the industry.
- Ensure that training provision adequately reflects the hazardous nature of the industry.
- Demonstrate the importance of health and safety by ensuring that it features more prominently and is higher up the list of essential requirements and priorities in job descriptions and training materials.
- Recognise the role of team leader (driver) to promote good health and safety practices of crews during waste collections.

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1. BACKGROUND

The waste and recycling (W&R) industry has grown rapidly over the last ten years. There are approximately 160,000 workers in the industry with around 70% of those workers involved in collection and processing activities. The divide between public and private sector employees is about equal.

Despite improvements in health and safety performance over the last five years, the overall health and safety performance of the W&R industry is still low compared with other industries. For example, in 2009/10 the fatal injury rate was around 9-10 times higher than the “all industry” average, the injury rate was nearly four and a half times higher and the major injuries rate four times higher. In March 2011, it was recognised as a comparatively high risk industry by the government in the report ‘Good Health and Safety – Good for Everyone’¹. Household (municipal) and commercial collection and sorting activities account for up to 80% of reported accidents in this industry. There is general agreement across industry that household collection activities are particularly hazardous. Collection crews and drivers can be complacent about everyday health and safety and take unnecessary risks, not recognising those risks as real, e.g. jumping down from cabs, crossing the road, not wearing appropriate personal protective equipment. Health and safety was seen as management’s responsibility, not the crew’s. The practice of ‘task and finish’² was also seen as a barrier to the receptivity of crews to health and safety messages.

Two previous research reports highlighted the relationship between health and safety performance and training, supervision and communication. Bomel Ltd’s³ research identified competence, team working, communication and compliance as the having the most significant direct influence on health and safety. CML’s⁴ market research found the way health and safety messages are communicated and received by collection crews are influenced by collection crew working patterns, as the working patterns mean little or no day-to-day contact between collection crews and management and the “macho” culture in W&R creates a suspicion of health and safety messages.

¹ Department of Works and Pensions (DWP) 21, March 2011. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/66745/good-health-and-safety.pdf

² ‘Task and finish’ – crews finish work as soon as they have completed their round.

³ HSE (2004) “Mapping health and safety standards in the UK waste industry.” Prepared by Bomel Ltd. HSE Research Report 240. Available at: <http://www.hse.gov.uk/research/rrpdf/rr240.pdf>

⁴ CML Market Research (2005) H & S in Waste & Recycling Debrief. Available at: <http://www.hse.gov.uk/waste/campaignpdfs/cmldebrief.pdf>

2. INTRODUCTION

2.1 RATIONALE FOR THE RESEARCH

Anecdotal evidence from industry stakeholders indicates that team leaders and supervisors have a key role in improving health and safety standards. To do this, they need to possess the leadership, interpersonal and communications skills to be able to persuade their crews of the importance of health and safety procedures and performance standards. However, there is recognition within the industry that there is a lack of knowledge and awareness about the competence requirements and training for these roles and whether any improvements are necessary.

As a result, The Health and Safety Laboratory (HSL) was commissioned by the Health and Safety Executive (HSE) to undertake this research. This accords with HSE's continued commitment to working with the sector to improve health and safety and to contribute to the delivery of the W&R industry sector strategy, particularly Aim (3) *"To encourage an increase in competence across the industry so that employers are sufficiently competent to identify and proactively manage their risks; employees understand the risks they face and their role in dealing with them"*.

2.2 RESEARCH AIMS

The aims of the research were to explore:

- What competencies (knowledge, skills, attitudes and behaviours) are required for roadside waste and recycling collection supervisors and team leaders to manage the health and safety of their team to the required standard; and
- Whether current training provides an adequate basis for these competencies or whether there are further training needs.

2.3 RESEARCH OBJECTIVES

The objectives of the research were to:

1. Review the role of supervisors and team leaders in relation to managing health and safety through job descriptions, interviews and focus groups.
2. Identify what competencies (knowledge, skills, attitudes and behaviours) are perceived to be necessary to be an effective supervisor or team leader. These competencies will include technical skills and non-technical (such as interpersonal and leadership) skills.
3. Review a sample of training given to supervisors and team leaders; this might include induction and refresher training. Identify whether all the competencies are covered or whether there are any gaps in the training.

An essential element of the research was engagement and collaboration with representatives from the waste and recycling industry, especially representatives from the Waste Industry Safety and Health (WISH) Forum competence working group, Environmental Services Association (ESA) and Local Authority Waste Safety (LAWS) Forum. The intention of the research was to provide a foundation on which the W&R sector could build rather than to provide a definitive list of competencies and training requirements.

3. METHODOLOGY

The methodology is summarised in Figure 1 below. Greater detail about each strand of the research is given in the appendices.

- Fact finding - Appendix 3
- Organisational information - Appendix 2
- Site visits - Appendix 7
- External training provision - Appendices 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k
- Stakeholder feedback – Appendix 11
- Person specification – Appendix 8

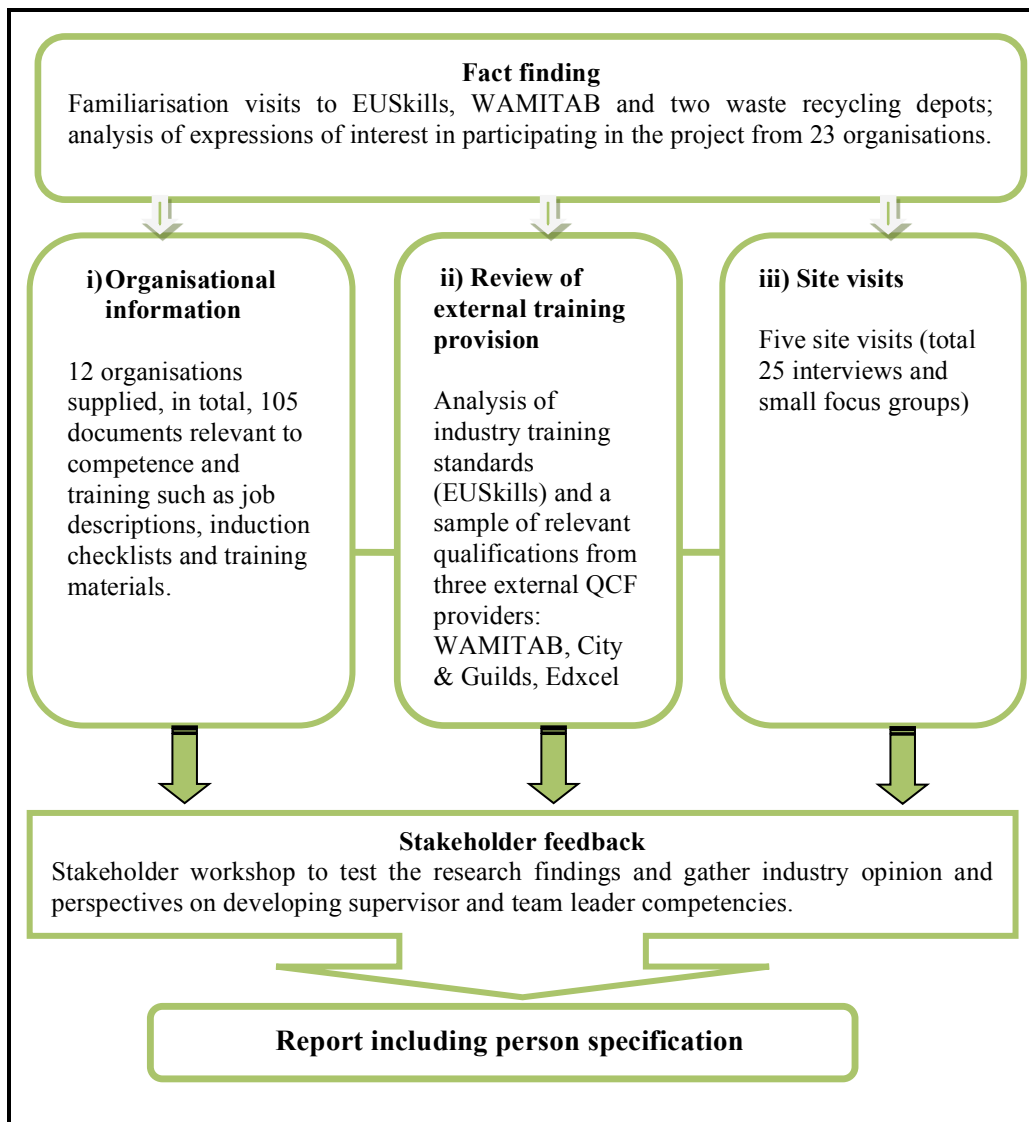


Figure 1: Summary of research methodology

3.1 DEFINITION OF COMPETENCE

Competence is the skills, knowledge, appropriate attitudes as well as observable behaviours that are important to particular work tasks^{5, 6, 7}.

- Knowledge is the understanding derived from learning including informal experience as well as formal theoretical learning
- Skill is the practical ability from knowledge, practice and aptitude
- Attitude is the feeling, thoughts and predispositions to act towards the environment
- Behaviour is an observable act by an individual

3.2 REPORT STRUCTURE

The findings of the various research strands summarised in Figure 1 are presented in sections aligned to the two main research aims i.e. competencies and training. During the research, a number of enablers and barriers to competence were highlighted and these have been summarised in the section headed operational context.

Each section begins with a brief summary of the research strands that have contributed to the findings. The main findings are summarised as bullet points at the end of each section.

⁵ Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C., & Burnes, B. (2005) *Work Psychology: Understanding Human Behaviour in the Workplace (Fourth Edition)* Pearson Education, London

⁶ Wright, D. (1998) *The Ultimate Guide to Competency Assessment in Healthcare (Second edition)* PESI Healthcare, Minneapolis

⁷ Storey, L., Howarth, J., and Gillies, A. (2002) *Competency in healthcare: A practical guide to competency frameworks*. Radcliffe Medical Press, Oxen

4. FINDINGS: COMPETENCIES

The first aim of the study was to highlight what non-technical competencies roadside W&R collection supervisors and team leaders needed to be able to manage their crew's health and safety including communicating health and safety messages. This section presents the findings from the various research strands.

4.1 ORGANISATIONAL INFORMATION

The organisational information submitted by the 12 organisations was reviewed for the competencies that they required for the job as supervisor or team leader.

Many of the job descriptions demonstrated a poor understanding of the definitions of knowledge, skills, attitudes and behaviours and used the terms interchangeably, particularly attitudes and behaviours. Others placed an emphasis on the knowledge and skills to do the job rather than attitudes and behaviours. It was also noted that considering the hazardous nature of the industry, responsibility for health and safety was some way down the list of essential requirements on most of the job descriptions for both supervisors and team leaders.

4.2 SITE VISITS

EUSkills is responsible for setting standards for the waste industry, and prior discussions with an EUSkills representative had revealed that there was an interest in gaining a better understanding of the types of attitudes and behaviours that underpin good health and safety management practices. As a result, a greater emphasis was placed on exploring attitudes and behaviours during the site visits.

Supervisors' competencies were considered, by the waste and recycling sector, as instrumental in supporting good health and safety practices. Crew members tended to have more respect for the knowledge and skills of supervisors who had previously worked as part of a crew. From the interview and focus group data, crew members appeared to respond best to supervisors with a flexible style of leadership. The attitudes and behaviours most commonly identified, in the interviews and focus groups, as being important for the supervisor role included being visible, approachable, willing to listen to other points of view, treating others with respect, but when the occasion demands it, not being afraid to be tough, and make difficult decisions.

Supervisors varied in the amount of time spent in the office and carrying out field observations during collections. Some crew members rarely met their supervisor. In some of the larger geographical areas it was not uncommon for crew members to be picked up on route. Messages from the supervisor were mainly communicated via the driver.

If the driver or another crew member was designated 'team leader' they had no formal responsibility for the management of good health and safety practices during collections.

4.3 WASTE & RECYCLING INDUSTRY NATIONAL OCCUPATIONAL STANDARDS

The National Occupational Standards (NOS) for the waste industry provides a useful framework for the development of competence. NOS '*describe what an individual needs to do, know and understand in order to carry out a particular job role or function.*'⁸ These

⁸ <http://www.euskills.co.uk/national-occupational-standards>. Accessed 15/08/2013

standards provide a framework for all specific vocational qualifications and the training qualifications will not be accredited unless these standards are adequately designed into the training.

The following Units within NOS 1 and 2 were examined (see Table 2). Details of their content can be found in Appendix 3.

Table 2: The National Occupational Standards that inform formal training on waste collection activities

<i>NOS and Unit</i>	<i>Number of performance criteria</i>	<i>Number of knowledge and understanding criteria</i>
NOS1: EUSWO48 Collect recyclable waste	7	8
*NOS1: EUSWM25: Manage operations for the collection and transport of waste	42	37
NOS1: SFJPS1.1.4: Work safely in public service	8	10
NOS2: PROWB9: Vehicle crew activities in your area of responsibility	5	9
NOS2: PROWB1: Conform to general workplace safety	4	7

*This is the only NOS examined that explicitly states the required behaviours to meet the standard

The focus of the performance criteria and the knowledge and understanding criteria in four of the five NOS examined is on the acquisition of knowledge and skills. The exception is Unit EUSWM25 – *Manage operations for the collection and transport of waste* defines the competence for managing the collection and transport of different types of waste and is of interest because unlike the other standards it explicitly states the behaviours the candidate should demonstrate to meet this standard. It states that the candidate should work in a manner which:

- Encourages others to develop themselves;
- Shows integrity, fairness and consistency in decision making;
- Uses different leadership styles whoever they are speaking to.

The use of different leadership styles will be explored further in the discussion section.

Overall, the current structure of the standards lends itself to the development of the knowledge and skills required to do the job rather than the attitudes and behaviours that underpin an individual's performance.

4.4 QUALIFICATIONS & CREDIT FRAMEWORK

The Qualifications and Credit Framework or QCF is a vocational qualification consists of individual units of learning that a candidate can build up to a full qualification. They have replaced the National Vocational Qualification (NVQ) and were introduced to provide greater transparency and flexibility. The QCFs are designed around the National Occupational Standards so that candidates can demonstrate they have achieved the appropriate level of attainment. There are a number of changes to the qualification which falls outside the remit of this research; however, the QCF will still be used as a record of on the job attainment and achievement of the QCF will still reside to a greater or lesser extent with the assessor.

The emphasis within the QCF is on knowledge and skills rather than attitudes and behaviour. Each QCF contains information for the candidate and assessor on the minimum and maximum number of guided learning hours the candidate is expected to spend on acquiring the requisite knowledge and skills in order to achieve the award. For example, the minimum and maximum guided learning hours suggested by WAMITAB, Edexcel and City and Guilds for their Level 3 Diploma for Waste Supervisor ranges from 301 hours to 572 hours (see Appendix 6e). However, the experience of some of the supervisors interviewed during the site visits was that it was possible to achieve a QCF within a couple of months of taking on their role and before they had time to fully consolidate their 'on the job' experience. Information about the QCF qualifications examined can be found in Appendices 6a – 6k.

4.5 THE 'PERSON SPECIFICATION'

The 'person specification' was developed from the interviews and focus groups that took place during the site visits (See Appendix 7). Although the original brief was to look at the competencies for both supervisor and team leader, it became apparent that most of the discussion was about the role of the supervisor so the 'person specification' refers to the supervisor role.

Below is a summary of the key themes to emerge.

Communicate with my team

Supervisors who were perceived to communicate well demonstrated the ability to listen, respecting the views of others and give constructive feedback. They were also highly visible. Supervisors were viewed less favourably by team members if they talked to people 'like children,' were disrespectful and did not listen constructively.

Commitment to health and safety

Supervisors who were perceived to take health and safety seriously saw good health and safety management as a key priority. They took time to talk to team members and ensured that they understood what they needed to do to keep themselves safe. Supervisors who provided practical demonstrations of good manual handling techniques and other tasks were considered more favourably. Supervisors who did not challenge poor health and safety practices or put getting the job done ahead of team members safety were perceived as being less committed to health and safety.

Understanding working relationships

Supervisors who were perceived to understand working relationships understood that people work in different ways and knew how to get the best from everyone. Those with a poor understanding of working relationships did not.

Leadership

Leadership was a key theme to emerge from the analysis. When the supervisor was said to be doing the job well s/he adapted their leadership style according to the situation.

4.6 ATTRIBUTES OF A GOOD SUPERVISOR

When a supervisor was described as doing their job well, certain key words (see Table 5) were used to describe them.

Table 5 Attributes of a good supervisor attributes

Supervisor Attributes			
Open and honest	Professional	Approachable	Friendly but firm
Calm	Organised	Empathetic	Assertive
Polite	Committed	Patient	Enthusiastic
Positive	Articulate		

4.7 SUMMARY OF KEY FINDINGS

The main findings from the analysis of the competencies that support good health and safety practices are:

- Supervisors who have ‘risen through the ranks’ in the waste industry are generally perceived by crew members as having more knowledge and skills than supervisors who come from other sectors.
- Crew members’ perception of a good supervisor is someone who has a flexible style of leadership.
- There was little indication of the attitudes and behaviours that underpin good health and safety practice contained within the informal training provision.
- The development of the ‘person specification’ has identified the attitudes and behaviours which are typically demonstrated when the supervisor is doing their job well.
- Supervisors need to be able to communicate with their team, act as a role model for good health and safety practices, and know how to get the best out of their people. This will require the ability to adopt different styles of leadership, depending on the situation in hand.

5. FINDINGS: TRAINING

This section explores whether the training given to supervisors and team leaders provides them with the knowledge, skills, attitudes and behaviours to manage the health and safety of their team to the required standard as discussed earlier in sections 4.3 and 4.4. The data sources were organisational information, site visits, and review of external training provision.

5.1 REVIEW OF EXTERNAL TRAINING

5.1.1 QCF Qualifications

Although QCF candidates at Level 2 and Level 3 have to complete a mandatory health and safety unit, the content of which is fairly comprehensive, they typically have a choice of optional units. Apart from the mandatory health and safety unit, it is possible for a candidate to select units from Unit Group B (see Appendices 4 - 14) that have little or no health and safety content. There appears to be no recognition within the health and safety content of the hazardous nature of the industry. It should also be noted that despite team leaders having an important role in ensuring the health and safety performance of the crew out on collection, unlike the supervisors who are required to *'lead'* health and safety, team leaders are required to *'maintain'* health and safety.

Although there is guidance provided about the number of learning hours the candidate would be expected to undertake in order to achieve a QCF, there is some evidence that certainly Level 1 and some Level 2 qualifications are being achieved within two days. This includes part of the day being observed in the depot but not on the road. QCFs are reliant on an assessor having up-to-date and relevant health and safety knowledge and experience of the waste industry.

It may be possible to achieve a Level 3 QCF without having properly consolidated actual workplace experience. A number of supervisors who were new to the industry had undertaken an NVQ (now changed to QCF) within four months of starting the job and felt that this qualification had not properly prepared them for the role. There was a general lack of understanding about the differences between QCFs and other awards.

In respect of formal training, only two organisations referred to their supervisors as having achieved or being offered a QCF (NVQ) Level 3 in Waste Management. Another four organisations said their supervisors had a QCF (NVQ) Level 2 in Waste Management. Five organisations offered their supervisors the IOSH qualification *'Managing Safely.'*

Half of the organisations said they put their team leaders through a QCF (NVQ) Level 2 in Waste Management Operations.

5.1.2 OTHER TRAINING

The types of non-QCF training most frequently reported for both supervisors and team leaders were:

- Induction training;
- General health and safety training;
- Refresher Training (annually or every two years);

- Manual handling.

Information about inductions collected as part of organisational information suggested that recruits had to assimilate a great deal of information in a short period of time. One example was given of agency workers not receiving a full induction until they were placed on a permanent contract, in this case after a year. In others, drivers were given a half day induction on how to use the vehicle but health and safety was not covered. With respect to the other types of training, team leaders, who also fill the role of driver, appear to receive comprehensive training to drive and handle the vehicles, but there was little evidence of safety training related to operator or pedestrian awareness.

Team leaders appear to receive some non-technical skills training to deal with difficult members of the public directly but do not appear to be trained to deal with difficult crew members who have to be referred up the line to supervisors.

The demarcation of responsibility for crew members between team leader and supervisor could undermine the authority of the team leader for decision making out on the route. The role of team leader in supporting and influencing the health and safety of the crew when the crew were on collections was largely underestimated or overlooked.

Generally, it was recognised that training did not address the attitudes and behaviours required to manage health and safety and on some sites, steps were being taken to address the perceived gaps. Examples of these steps included:

- Encouraging supervisors to lead by example.
- Looking to other industries for examples of good working practices to help crews relate to what good health and safety looks like (e.g. safety culture at the Olympic Games).
- Providing communication skills training to team leaders who have the potential to become supervisors.
- Sending managers and supervisors on Level 3 IOSH “Managing Safely”.
- Developing supervisors’ leadership skills.
- Asking directors to attend health and safety training as part of an initiative to improve safety leadership competence.
- Using “scary” photos/videos to maintain staff interest during training.
- Encouraging supervisors to give priority to safety first over getting the job set up “Supervisor Training Days” to discuss how this can be achieved.

5.2 SUMMARY OF KEY FINDINGS

There is an over reliance on supervisors using their previous experience of working either as a crew member or driver, and/or their natural leadership abilities to get the job done safely. Although all the QCF qualifications are framed around the industry’s national occupational standards, there is a lack of consistency within the course content which does not properly reflect the hazardous nature of the waste industry. The choice of optional units within the QCF training route means that it is possible to avoid additional health and safety related units. Half of the organisations taking part in the research said they developed the competencies of their team leaders through a QCF (NVQ) Level 2 in Waste Management Operations. The findings suggest that it is also possible for different supervisors undertaking the same QCF to

have different combination of units within their qualification. However, the qualification most frequently cited by supervisors, who were interviewed during the research, was the IOSH qualification, 'Managing Safely.'

Supervisors and team leaders were given many opportunities to enhance their knowledge and skills outside of the QCF training route but further improvements to other industry related qualifications could be made to help them develop the attitudes and behaviours that support good health and safety. Also, some supervisors suggested that the timing of when they receive their training could be improved.

The overall opinion of those interviewed was that further improvements could be made to training provision, starting with the induction process, where a great deal of critical health and safety information appears to be transferred to the jobholder within a relatively short time period.

The potential for team leaders, who were commonly identified as the drivers have the opportunity to influence good health and safety practices during collections, however their role is underestimated, and this is reflected in the types of training open to them.

6. OTHER FINDINGS

Through the focus groups and interviews it became clear that the supervisors and team leaders operated in a challenging environment, which, for the most part, was outside their control. These challenges included the lack of consideration by other road users, abuse from householders and/or other members of the general public, and adverse weather conditions. However, the analysis identified that when a supervisor was seen to be doing their job well, there were certain operational elements in place which appeared to make the work context more manageable. These are summarised in the following section. A detailed list of how supervisors overcome the challenges can be found in Appendix 9.

6.1 MANAGING COMMUNICATIONS

The amount of time supervisors spent out of their offices varied. They tended to rely on team leaders to get key health and safety messages across to crew members. However, when supervisors were communicating effectively, they ensured that good health and safety practices were discussed regularly and often face-to-face.

6.2 GETTING THE CREW THE RIGHT PERSONAL PROTECTIVE EQUIPMENT (PPE)

Crew members including team leaders discussed the importance of gaining access to adequate personal protective equipment (PPE). They acknowledged the role of the supervisor who listened to their concerns and took steps to ensure that they were supplied with the necessary equipment.

6.3 VEHICLE DESIGN

Although supervisors and team leaders have no say in vehicle design, there were a number of issues that a supervisor with little or no prior industry experience might find useful to be aware of such as any beacons on recycling trucks are typically out of sight of most car drivers, and failures of sensors and pulleys can expose workers to risks from musculoskeletal disorders.

6.4 WORK DESIGN

How the supervisor organises the crews was frequently discussed. The consensus was that supervisors who had previously worked as a driver or crew member had a better understanding of the demands and therefore better able to come up with solutions. This is important as some of the participating organisations reported that their crew members were expected to make in the region of 80,000 bin transactions per week.

6.5 EQUIPMENT MAINTENANCE

The question of equipment maintenance was another area which the crew members, in particular, thought affected their ability to work safely. They thought it was important that they could raise any issues they had with their vehicle with the supervisor any issues and have them resolved in a timely manner.

6.6 ORGANISATIONAL SUPPORT

It was important to the supervisors that their managers and directors understood the work environment and pressures. The supervisors also welcomed having managers they could talk

to who would listen and value their opinions. Other organisational support that helped supervisors manage health and safety included:

- Having a complaints team to handle householder complaints as this enabled supervisors to spend more time observing crews.
- Encouraging crews to phone the police to report near misses by other road users and pursuing convictions against public road users who mount kerbs and hit loaders.
- Encouraging crews to report minor injuries.
- Providing supervisors and team leaders with the skills they need to do the job.
- Providing supervisors and team leaders with a chance to consolidate any training they received.
- Recognising and rewarding the good work supervisors and crews do.
- Changing the perception that the supervisor is there to “spy” on the crews.
- Ensuring crews have sufficient soft drinks to take with them on their rounds.

6.7 ORGANISATIONAL CULTURE

One of the participating organisations had embarked on developing their own behavioural safety culture and others also recognised the importance of instilling a culture that encouraged good health and safety behaviours. Examples of good safety culture practices provided through the focus groups and interviews included:

- Organisations actively seeking ways to integrate different organisational cultures when contracts change.
- People looking out for each other and work as a team e.g. watching traffic and letting others know when it is safe to walk around the back of the vehicle.
- Crews finishing early help other crews so everyone can get away at a reasonable time and are less rushed.
- Everyone receiving training that is appropriate for their role.
- Toolbox talks involving discussion with crew members to check their understanding and gain their commitment.
- Supervisors not being afraid to challenge individuals when they see poor health and safety practices.

6.8 COMMUNICATING WITH THE PUBLIC, OTHER ROAD USERS AND PEDESTRIANS

There was a general consensus that members of the public either posed or created the greatest risks to crew members on their routes. This in turn created additional challenges in the management of health and safety. Improving the way risks to collection teams are communicated to the general public were at the forefront of many of the discussions with crew members and their managers.

6.9 RISK ASSESSMENT

Supervisors who had previous experience as a team leader or crew member were considered to have a better understanding of the risks to crew members than others who had previously been in a generic supervisory role. They provided a number of learning points that they thought would be useful for an inexperienced supervisor to be aware of relating to the management of crews and vehicles.

7. DISCUSSION

7.1 COMPETENCIES

The development of the ‘person specification’ for supervisors provides an opportunity for the industry to consider what attitudes and behaviours they would like to see demonstrated by supervisors in their industry. The research has identified transformational and transactional leadership styles as a means of gaining health and safety commitment and compliance when appropriate. Transactional leaders closely monitor employees’ performance and transformational leaders are more inspiring. For a fuller description of the two leadership styles and illustration of how they influence a supervisor’s approach to the role see Appendix 10. Future leadership training can build on this; however, the National Occupational Standards should be the starting point and any leadership programme should be consistent with those standards. The ‘person specification’ suggests that communications training; communicating with others, train-the-trainer in support of toolbox talks and other presentations to workers, and assertiveness training might also be helpful.

Research suggests that in order for transformational and transactional leadership styles to be successful, the leader has to be actively “*walking the talk*,” and not ‘*paying lip service*’ to health and safety. Visibility is very important. In the waste and recycling industry supervisors have other demands on their time and in some cases crew members will only occasionally come into the depot so visibility and interaction with crew members is difficult to achieve. This makes it very difficult for the supervisor to build up trust with crew members. It was noticeable that many of the participants (supervisors, team leaders and crew members alike) referred to supervisor observations on route as “*spying*.” Being an active leader is about responding quickly to both good and bad working practices, as well as responding quickly to any queries or concerns workers have. The challenge for the supervisor is how to manage the challenges presented by the operational context in which they work.

Through the course of this research and from discussions with stakeholders at the ‘reality check’ workshop, it has also emerged that the role of team leader in supporting good health and safety is not wholly recognised. Given that the National Occupational Standards and by default the QCF qualifications suggest that supervisors *lead* health and safety and that team leaders *maintain* health and safety there are a number of questions that the industry could ask itself:

- If team leaders spend more time with the crew members, should they be required to lead rather than just *maintain* the health and safety of crew members?
- As a minimum, what should the industry expect from team leaders in respect to ensuring the health and safety of crew members?

Given the findings, it may be useful for supervisor as well as team leader competence in managing safety to consider the ways that different styles of leadership can be developed further.

7.1.1. Competencies: Next steps

- The waste and recycling industry needs to clearly define the differences between knowledge, skills, attitudes and behaviours. Having clear industry-agreed definitions would enable job descriptions, induction and other training materials to reflect all the elements of the supervisor and team leader role including health and safety leadership

and team management. This would also support the waste and recycling industry select and develop their future supervisors and team leaders.

- To emphasise that health and safety is an important element of the supervisor and team leader roles, it should feature higher up the list of essential requirements on job descriptions and other relevant documents so it is taken more seriously rather than seen as an additional extra.
- The research has developed a ‘person specification’ (see appendix 8) for supervisors that provides suggestions for the types of attitudes and behaviours that were thought to underpin the role of supervisor when it is being carried out well. Supervisors are viewed more positively by colleagues if they are able to adapt their leadership style according to the situation.
- The job design of team leader should be explored further along with that of the supervisor role. Within a wider organisational context, the importance of the role of team leader is underestimated, yet the team leaders have more regular contact with both the supervisor and the crew. This suggests that they may be able to play an important role in promoting/driving health and safety, yet formal training suggests their role is to merely ‘*maintain*’ health and safety.
- Supervisors need to be more visible to crew members

7.2 TRAINING

Drawing together the learning from the different elements of this study it is clear that the primary focus of competency development and therefore training has been on knowledge and skills. Given the health and safety record of the waste and recycling industry, it is understandable that the most cited training programmes from the analysis are general health and safety and manual handling, followed by IOSH’s ‘Managing Safely.’ Within those programmes there is little evidence of attitudinal and behavioural training. Neither is there evidence that there is any discussion during programmes such as manual handling of any discussion about the approach to tasks when the environmental conditions are less than ideal. Whilst there is a general acknowledgement amongst the stakeholders of the importance of having the right attitudes and behaviours towards good health and safety, (these are present in the National Occupational Standards, QCF qualifications developed by the training organisations) more could be done to develop supervisors and team leaders so they “walk the talk.”

There are ‘quick wins’ that the industry could consider in the meantime. Firstly, the induction materials show a willingness on the part of the industry to equip its new recruits with all necessary knowledge about health and safety risks. However, the inductions contain a lot of information for individuals unfamiliar with the industry to understand within a relatively short space of time. The inductee’s signature is often taken as evidence that the information has been understood. The industry could consider whether there should be an industry standard induction that addresses the requirements of agency workers, workers with poor literacy skills and/or workers with English as their second language.

Secondly, the QCF is a helpful means of recognising prior as well as acquired workplace learning and experience that is relevant to the waste industry. The ‘guided learning hours’ suggested for each QCF provides an indication of how much study, training or workplace activity might be required in order for the candidate to understand and build upon their learning so they can work safely. The research suggests that the number of ‘guided learning hours’ provided in the workplace vary; some candidates are being asked to undertake some

units before they have consolidated their experience. One of the supervisors interviewed who had no prior experience of the waste industry thought he had been entered onto a Level 3 QCF qualification too soon. He required pragmatic training first, then to be able to demonstrate his learning through the QCF route. A joined up approach to in-house and formal qualifications such as the QCF may support the consistency of health and safety training further.

7.2.1 Training: Next steps

- Further development of the attitudinal / behavioural statements contained within the National Occupational Standards need to be developed further to support training organisations identify what these attitudes and behaviours look like and how they can be integrated into QCFs.
- To reflect the hazardous nature of the waste industry, relevant vocational qualifications (QCFs) should contain more mandatory health and safety units and ensure some are industry specific.
- The choice of optional units within a QCF qualification should be reviewed to reduce the possibility of candidates achieving an award with few health and safety related units.
- Relevant vocational qualifications (QCFs) are designed to reflect a candidate's current or prior learning. To ensure the standards they uphold are not undermined by candidates taking the qualification before they have had sufficient time to consolidate their experience, a review of how guided learning hours are interpreted should identify whether candidates at all levels, but especially Level 3 and Level 4, are equipped with good health and safety practices.
- Supervisors should be given greater autonomy to decide the content of tool box talks and safety briefings relevant to local conditions as a surprising number appeared to have that decision-making taken from them.

7.3 WORK ENVIRONMENT

The research has also identified that the external challenges faced by the people working in the industry from other road users, members of the public and environmental factors like the adverse weather require supervisors with a flexible leadership style.

7.3.1 Work environment: Next steps

Team leaders, who also fill the role of driver, appear to receive comprehensive training to drive and handle the vehicles and further improvements should be made to safety training related to operator or pedestrian awareness.

8. APPENDICES

APPENDIX 1: CALL FOR VOLUNTEERS

During this fact finding period, a call for volunteers to participate in the research was sent out to private and local authority waste and recycling organisations via the HSE website. Organisations that were interested returned a short proforma (see Appendix 2) outlining the number of personnel they employed, the job titles they used for supervisors and team leaders and indicating in which phase of the research they would be willing to participate.

A total of 23 organisations (14 local authority and 9 private sector organisations) responded to the call for volunteers.

DEFINITION OF SUPERVISOR AND TEAM LEADER

An analysis of the organisational information suggested that there is some variation in job title of supervisor and team leader. Most if not all supervisors are office based but spend a proportion of their day on the road checking on crews on their collection rounds and have responsibility for managing health and safety. Team leaders may also be referred to as charge hands and are part of the crew. Team leaders are more often also the drivers, but not all drivers are team leaders. Also, not all crews will have a team leader.

APPENDIX 2: PROFORMA TO RESPOND TO HSE'S CALL FOR VOLUNTEERS



Supervisor and team leader competence in roadside waste and recycling collection activities

Background

Despite some improvement over the last five years, the health and safety performance of the waste and recycling industry remains poor in comparison to other industries. Collection activities represent one of the most hazardous activities associated with the industry, with approximately 80% of accidents occurring during collection of household and trade waste.

Supervisors and team leaders have a critical role in managing the health and safety of the collection crews and drivers. Promotion to supervisor or team leader is often based on an individual's experience and practical ability, and this credibility is very important when supervising a team on a day-to-day basis. However, supervisors and team leaders also have to make their teams aware of less obvious health and safety hazards and risks that they might encounter during their rounds and persuade them that certain working practices reduce those risks and protect their health and safety. Communicating these messages and persuading crews to adhere to procedures requires supervisors and team leaders to have good interpersonal and communication skills as well as practical experience.

The Health and Safety Executive (HSE) has commissioned the Health and Safety Laboratory (HSL) to work in partnership with the waste and recycling industry to:

- Identify what competencies supervisors and team leaders need to manage health and safety effectively. In other words, what knowledge, skills attitudes and behaviours does a supervisor or team leader who manages health and safety effectively possess?
- Identify whether the training given to supervisors and team leaders provides an adequate basis for these competencies or whether there are further training needs.

We need your help

These research questions can only be answered by working in collaboration with the waste and recycling industry. Therefore we need your help and involvement.

There are two options for getting involved:

OPTION 1. Providing HSL with a sample of your organisation's job descriptions and training matrix for supervisors/team leaders; or

OPTION 2. Volunteering for HSL to visit your organisation to interview a sample of managers and hold discussion groups with a sample of collection crews and supervisors/team leaders.

What does volunteering for the interviews and discussion groups entail?

Two HSL researchers will visit one of your organisation's depots/sites for a day or two to speak to a sample of:

- Managers for about an hour each.
- Supervisors and team leaders. If they are only available individually, the researchers can interview them for about an hour. If it is possible to organise four or five supervisors or team leaders to get together for a discussion group lasting around an hour and half, that would be ideal. The groups should not be a mixture of supervisors and team leaders; it is better to keep them separate, so they speak more openly.
- Representatives from some of the collection crews via discussion groups which will last for about an hour and a half. These discussion groups can be held before the collection round starts or afterwards (or both). Ideally, the discussion groups would have 10-12 participants, but if it is not possible to arrange for this number of people to get together, groups of five people upwards is acceptable.

Please let us know if you are interested in getting involved by **completing the form at the end of this document by 31 August 2012** and sending it by email to: phoebe.smith@hsl.gov.uk or Jennifer.Webster@hsl.gov.uk by post to Phoebe Smith/Jen Webster, Health and Safety Laboratory, Harpur Hill, Buxton, Derbyshire SK17 9JN

What happens next?

Once HSL have received expressions of interest and background information, we will select those we would like to participate in the interviews and focus groups (OPTION 2) and contact them to discuss further details. HSL will only be able to undertake interviews and discussion groups with a small number of organisations, which will need to reflect the different operating and contractual arrangements that exist in the collection of waste and recycling. Consequently, not every organisation that volunteers for OPTION 2 will be selected, but we hope you will still be happy to supply us with job descriptions and your training matrix (OPTION 1). We will also let those know who have volunteered to send job descriptions and training matrix (OPTION 1) when we would like them.

Expressing interest at this stage will not be interpreted as a firm commitment to get involved if you decide that you are unable to later on.

If you would you like to talk to somebody about this research please contact:

Phoebe Smith	or	Jen Webster
01298 218 369		01298 218 372
phoebe.smith@hsl.gsi.gov.uk		jennifer.webster@hsl.gsi.gov.uk

YES, my organisation is interested in participating in the competency research

Organisation's name:

Main representative contact details:

Name:

Role:

Address:

Telephone number(s) (landline/mobile or both):

Email address:

Please could you indicate which level of involvement you are considering at the moment (you can tick both)?

OPTION 1: Supply supervisor and team leader job descriptions and training matrix

OPTION 2: Volunteer for interviews and focus groups

Your staff:

Please tell us how many staff are in each of the following groups:

Collection operatives	<input type="text"/>
Supervisors/team leaders who ride with the collection crews	<input type="text"/>
Supervisors/team leaders who are office based but monitor collection crews	<input type="text"/>
Health and safety managers	<input type="text"/>
Other staff (managers, office staff etc)	<input type="text"/>

Background information:

Please complete the background information below to help us make sure we talk to a range of types of organisation.

We are a local authority (LA) which collects

both recyclable and residual waste	<input type="text"/>
residual waste but contracts out recyclable waste	<input type="text"/>
recyclable waste but contracts out residual waste	<input type="text"/>

We are a private sector waste collection company contracted to one or more LA(s) to collect

recyclable and residual waste	<input type="text"/>
If contracted to more than one LA, how many?	<input type="text"/>
Please state the geographical locations	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
recyclable waste only	<input type="text"/>
If contracted to more than one LA, how many?	<input type="text"/>
Please state the geographical locations	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
residual waste only	<input type="text"/>
If contracted to more than one LA, how many?	<input type="text"/>
Please state the geographical locations	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Please send your completed form by email to: phoebe.smith@hsl.gov.uk or Jennifer.Webster@hsl.gov.uk by post to: Phoebe Smith/Jen Webster, Health and Safety Laboratory, Harpur Hill, Buxton, Derbyshire SK17 9JN

APPENDIX 3: FACT FINDING

Fact Finding

Familiarisation visits with EUSkills, WAMITAB, visits to waste recycling depots at Aylesbury Council and Veolia's in Buxton, analysis of 23 volunteer proforma (expressions of interest).

PURPOSE

The purpose of 'fact finding' was to give the researchers a better understanding of the: work context for supervisors and team leaders; language and terminology specific to the W&R industry; training standards; and the types of training available for supervisors and team leaders. The two principle researchers each spent time at a waste services depot from the public and private sectors (one went to Aylesbury Council and the other Veolia's depot in Buxton). Both researchers met with EUSkills to find out about the W&R industry standards and how competency development was being addressed. To get the perspective of a training provider, the researchers also visited WAMITAB.

GENERAL IMPRESSIONS AND INFORMATION

The following are general impressions and information gathered by the researchers from the 'fact finding' visits.

- Health and safety is important to the waste and recycling industry.
- Road traffic is a major hazard for crews.
- Task and Finish can often result in crews working unsafely.
- Double or single sided collection lorries each have their own disadvantages.
- The way councils awarded contracts to manage their waste and recycling means that some workers were now working for private companies under TUPE⁹ arrangements with different terms and conditions to their co-workers.
- The supervisors' role is a challenging one, balancing the demands of paperwork with spending sufficient time with the crews on their routes.
- The increasing amount of technology in the cab adds to the workload of the driver and may also be a distraction.
- Often natural leaders who are not necessarily formally recognised as supervisors or team leaders emerge and their influence on their peers should not be overlooked. There is likely to be formal and informal arrangements in place for the supervision of crew members.
- The crew members who have been employed by the company the longest tend to be the drivers.
- Team leaders are more often drivers than operatives.

⁹ TUPE is a contractual arrangement that protects the terms and conditions of employment of public sector workers in the event their work is contracted out to external private contractors.

APPENDIX 4: INFORMATION REQUEST TO OPTION 1 VOLUNTEERS

Of the 23 organisations who responded to the call for volunteers, 12 organisations supplied organisational information (see below). A total number of 105 documents were supplied of varying size, type and quality. Health and safety was referred to in the majority of the documents examined from both public and private sector organisations. The documents were collated onto an Excel spread sheet to help identify emerging patterns and themes about competency development.

Proforma sent to organisations which volunteered to send organisational information



Competency framework for supervisors and team leaders in roadside waste and recycling collection

As you are already aware, HSL is working with HSE and waste and recycling industry stakeholders to develop a competency framework for supervisors and team leaders working in roadside waste and recycling collection that supports and encourages better health and safety within their teams.

Thank you for agreeing to take part in Option 1 where we request participating organisations to supply us with information about the roles and responsibilities of their supervisors and team leaders, details of any formal or informal training that takes place that contains whole or part elements relating to health and safety along with any other information that you think would be useful to us to know about.

Since meeting with a number of industry stakeholders, we now have a number of other questions we would like to ask in order to help us put your information into context (although this is over and above what you agreed to do for Option 1). If you are willing to answer these questions, it would be really appreciated.

Below you will find:

- Our additional questions
- A table asking about the health and safety training of team leaders of supervisors
- A table indicating what information you are sending us.

You should send your data through electronically or by post to:

Jennifer Webster
Health and Safety Laboratory
Harpur Hill
Buxton
Derbyshire
SK17 9JN

Email: Jennifer.Webster@hsl.gov.uk

If you have any queries about what information to send or any other query please call Jennifer on 01298 218372.

Background Information

For the purposes of this research, the definitions of team leader, supervisor and operative are as follows:

- A **team leader** is part of the roadside collection crew on vehicles and will have a role in terms of monitoring the crew's health and safety on the collection rounds.
- A **supervisor** will mainly be office based but will also conduct some monitoring of the roadside collection crews when they are out on their rounds..
- An **operative** is involved in roadside collection but has no driving duties.

1. What job title do you give your "team leaders?"

2. What job title do you give your "supervisors?"

3. Please insert the appropriate number into the following statements:

Each team consists of a driver andoperatives

Each supervisor is responsible forteams.

There are team leaders who are drivers

There areteam leaders who are operatives.

4. Do your team leaders have any health and safety checks, other than vehicle checks, they have to perform on behalf of the crew? **Yes/No**

If **Yes**, please include this information with any other material you send us (see Table 2)

5. Do your supervisors use any of the following to communicate health and safety messages/information to roadside collection crews?

Activity	Please ✓ which applies
Daily Activity Briefing	
Tool box Talk	
Safety Talk	
Roadside observation	
Roadside observation (including a recording of findings)	
Other (if other please state)	

6. How do team leaders feedback health and safety issues/performance to:

i) Team members:

ii) Supervisors:

7. If an operative puts him/herself or others at risk, what does the team leader do?

8. Are there any procedures that the team leader must follow?

What involvement does the supervisor have if any?

Does your organisation reward and/or recognise good health and safety performance through any of the following:

Reward and/or Recognition	Please ✓ which applies
Verbal feedback from line manager	
Performance appraisal markings	
Employee of the Month scheme	
Some type of financial reward	
Additional time off work	
Other (if other please state)	

On the following page is the table for the information we would like to collect from you and for you to let us know what you are sending us.

Information	Thinking only about roadside collection of residual and recycling waste, what vocational qualifications do your team leaders and supervisors hold? (If they have an NVQ/QCF we would be interested in knowing which optional units they did.)	What formal health and safety training related to roadside collection of residual and recycling waste do your team leaders/supervisors receive?	Any comments about the training?
Team Leader	<i>For Example: Level 2</i>	<i>For Example: Induction Training General Health and Safety Training Refresher Training</i>	
Awarding Body*	<i>For Example: WAMITAB</i>		
In House		<i>For Example: Company own</i>	
Supervisor	<i>For Example: Level 3</i>	<i>For Example: Training General Health and Safety Training Refresher Training</i>	
Awarding Body*	<i>For Example: City and Guilds</i>		
In House		<i>For Example: In-house/Company own</i>	

Information Table 1:

* Use this row also if your organisation has developed its own vocational training material and/or health and safety training

On the following page is a checklist of information we would appreciate you sending us.

Information Table 2:

This table is to confirm what materials you are sending through to us.

Information supplied	✓ Team leader (also the driver)	✓ Team leader (also an operative)	✓ Supervisor
Job Descriptions			
The set of knowledge and skills (competency framework/matrix) your employees' performance is judged against.			
<p>We would also be interested in having sight of any health and safety training materials either developed to support your team leaders and supervisors in their roles or health and safety training materials either your supervisors (team leaders) deliver to the crews.</p>			
Information	✓ supplied		
Health and safety induction material			
Safety briefings			
Toolbox talks			
Communication skills			
Assertiveness training			
Giving feedback			
Supervisory/leadership skills			
Other material you think would be helpful to our research about the health and safety competencies of team leaders and supervisors (please specify)			
<p>Is there any other information about health and safety competencies for team leaders and supervisors you think we should know about?</p>			

APPENDIX 5: NATIONAL OCCUPATIONAL STANDARDS

The following National Occupational Standards provided by EUSkills are the key Standards (do we need to just define standard?) that underpin NVQ/QCF qualifications.

EUSWO48	Performance criteria: Candidate must be able to:	Knowledge and understanding
Collect recyclable waste	<p>P1 carry out collection in accordance with approved procedures and practices</p> <p>P2 identify materials suitable for recycling and those that cannot be recycled in accordance with approved procedures and practices</p> <p>P3 use appropriate methods to explain the difference between recyclable and non-recyclable</p>	<p>K1 the different methods of collecting recyclable materials</p> <p>K2 their own role and responsibilities during collection work</p> <p>K3 the differences between recyclable and non-recyclable materials</p> <p>K4 the different roles of those involved in the recycling industry</p> <p>K5 the reasons why they can or cannot collect certain materials</p> <p>K6 the equipment needed to collect materials for recycling and how to prepare, check maintain and use it</p> <p>K7 their own responsibilities under health and safety and other relevant legislation</p> <p>K8 the implications for their work of relevant health and safety, environmental legislation</p>
<p>This unit is designed to demonstrate competence in collecting recyclable materials using equipment and procedures suited to the nature of the material. This includes being able to identify materials which are suitable for recycling, collect them using the correct equipment and communicating information on recycling to others.</p>		

The scope and range of the performance criteria within SFJPS1.1.4, is such that the candidate must demonstrate competence in:

1. Health and safety of yourself and others
2. Working with equipment, consumables.

EUSWM25	Performance criteria: Candidate must be able to:	Knowledge and understanding
Manage operations for the collection and transport of waste		
<p>This national occupational standard defines the competence for managing the collection and transport of different types of waste. It requires demonstration of the use of schedules and procedures to control the collection and transport operations in compliance with legislative and organisational requirements.</p>	<p>Manage operations for the collection and transport of wastes.</p> <p>P1 implement systems and procedures for the collection and transport of wastes in accordance with legislative and organisational requirements.</p> <p>P2 identify hazards and minimise risks to health, safety and the environment from waste collection and transport operations.</p> <p>P3 comply with legal and organisational requirements for reporting risks to health safety and the environment.</p> <p>P4 implement and maintain recording and information systems specifically relating to the collection and transport of wastes in accordance with legislative and organisational requirements.</p> <p>P5 implement safe systems of work for personnel engaged in waste collection and transport operations.</p> <p>P6 operate systems to ensure and confirm personnel understand the operational procedures involved in the collection and transportation of waste.</p> <p>P7 maintain the quality of the organisation's work by ensuring that all procedures and waste collection and transport processes are adhered to.</p> <p>P8 plan, develop and implement work schedules that meet customers' needs and organisational objectives and priorities.</p> <p>P9 agree programmes of work with</p>	<p><u>General</u></p> <p>K1 the relevant legislation, regulations and codes of practice applicable to safety, health and the environment for the collection and transport of wastes.</p> <p>K2 legislation and guidance that is applicable to the collection and transport of wastes.</p> <p>K3 the types of personal protective equipment (PPE) required for different types of waste and the procedures for care, maintenance and use of this equipment.</p> <p>K4 the legal requirements and company procedures for dealing with unauthorised wastes.</p> <p>K5 the procedures for the proper management control of work activities on the public highway and customers' sites.</p> <p>K6 the organisational environmental policy and procedures applicable to the services provided.</p> <p>K7 the requirements for risk analysis to minimise hazards to personnel and the environment for the services provided.</p> <p><u>Collecting and transporting waste</u></p> <p>K8 health and safety requirements and emergency procedures.</p> <p>K9 the procedures required in order to load, unload and handle different types of waste.</p> <p>K10 reviewing, organising and resourcing operations.</p> <p>K11 preparing schedules and delivering services on time.</p> <p>K12 dealing with other workers and setting programmes of work.</p> <p>K13 record keeping and the types of data required for monitoring purposes.</p>

	<p>colleagues to enable the work schedules to be achieved.</p> <p>P10 make arrangements for staff, materials, equipment and transportation to be available in fully operational condition to meet work schedules.</p> <p>Control working procedures for the collection and transport of waste.</p> <p>P11 establish and oversee programmes of work which meet the legislative and organisational requirements required for waste collection and transport operations.</p> <p>P12 implement operating procedures that fully comply with health & safety and environmental protection requirements.</p> <p>P13 take steps to ensure operating procedures are in place and maintained to ensure collection and transport vehicles are suitably equipped implement a system for collection and transport staff to record and report situations when collecting or transporting wastes has caused, or likely to cause, a threat to the environment.</p> <p>P14 implement a system to confirm that pre-work safety checks ensures have been carried out and defects are reported every working day</p> <p>P15 monitor and maintain systems to ensure there are sufficient personnel with appropriate expertise are available to carry out the scheduled work.</p> <p>P16 ensure that staff have received recognised training on machinery, plant or equipment.</p> <p>P17 ensure that staff understand the procedures relating to the collection and transport of wastes and implement them in full compliance with legislative and organisational requirements.</p> <p>P18 maintain the safe systems of</p>	<p>K14 the importance of customer feedback and how to respond</p> <p>K15 how to evaluate feedback in terms of impact on operations</p> <p>K16 the principles of confidentiality when handling customer feedback</p> <p>K17 the organisation's objectives relating to environmental protection, health and safety, profitability, operational outcomes and quality standards</p> <p>K18 the organisation's objectives and priorities for the provision of a waste and resource management service</p> <p>K19 the organisational procedures for the proper management control of work activities on customers sites</p> <p>K20 the importance of monitoring implementation of a service to a customer and how to deal with problems arising during implementation</p> <p>K21 the different types of waste and materials that could be handled by the service provided</p> <p>K22 the records required by legislation and by organisational procedures in relation to the services provided</p> <p>K23 how to complete all relevant paperwork</p> <p>K24 the technical skills needed for the services provided</p> <p>K25 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</p> <p>K26 the specific legislative requirements and guidance applicable to the collection and transport of waste.</p> <p>K27 the storage and handling implications for the waste types handled when providing a service.</p> <p>K28 the types, functions and limitations of waste handling equipment available for use on the service.</p> <p>K29 .how to use risk assessment and the identification of potential work-related</p>
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	<p>work and put in place precautions to eliminate or reduce the risk from hazards.</p> <p>P19 ensure that staff have the resources and skills needed to carry out the operating procedures safely.</p> <p>P20 identify potential hazards and take steps to reduce risks to personnel and the environment related to wastes arising.</p> <p>P21 monitor staff activity on collection and transport operations to ensure they enhance or maintain the quality of the organisation's work</p> <p>P22 implement a programme of training for staff to ensure all activities can be carried out safely by suitably trained staff.</p>	<p>hazards and difficulties.</p> <p>K30 the potential hazards to safety, health and the environment arising from the activities carried out to provide the service.</p> <p>K31 the records required by legislation and by company procedures in relation to the activities carried out to provide the service.</p> <p>K32 the procedures for dealing with spillages.</p> <p>K33 the control of Substances Hazardous to Health (COSHH) assessment data for all hazardous substances received, handled and used when providing the service.</p> <p>K34 how to interpret process documentation and verify that the information is accurate and relates to the waste and resources handled when providing the service.</p> <p>K35 how to communicate operational instructions orally and in writing.</p> <p>K36 the importance of ensuring people's understanding of information and advice given and of operational instructions and how to do this.</p> <p>K37 the market value of recovered resource materials.</p>
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PROWB9	Performance Criteria:	Knowledge and understanding
Monitor vehicle crew activities in your area of responsibility	Candidate must be able to:	
<p>Achievement of this standard demonstrates your competence in monitoring the compliance of vehicle operations, road or rail, on and when leaving the site, with relevant regulations.</p> <p>You must monitor the vehicle crews for safe working practice and compliance with relevant legislation and other requirements. You will report breaches to the appropriate person.</p> <p>This standard is suitable for</p>	<p>P1 drivers/crews wear appropriate personal protective equipment in compliance with site operational procedures</p> <p>P2 drivers/crews follow assigned routes</p> <p>P3 drivers/crews comply with operational and regulatory requirements</p> <p>P4 vehicle drivers are informed of any apparent breach of transport law/regulations or operational/organisational</p>	<p>K1 personal protective equipment requirements of the activities on the site</p> <p>K2 site operational procedures</p> <p>K3 person to whom non-compliance should be reported</p> <p>K4 relevant legal requirements in relation to vehicles and their movements</p> <p>K5 methods for communicating tactfully with drivers and crews</p>

<p>operatives carrying out this activity in relation to any forms of road or rail vehicles and their crews involved in the transportation of all types of materials or products including those from extractive, mineral processing and/or manufacturing, mineral or waste storage/transfer facilities</p>	<p>requirements</p> <p>P5 any non-compliance is recognised and reported promptly</p>	<p>K6 reporting and recording arrangements for accidents, incidents and emergencies</p> <p>K7 approved procedures and practices in the context of the operation, the work activity and the workplace environment (organisational, regulatory, emergency, operational)</p> <p>K8 responsibilities under statutory requirements</p> <p>K9 problems that could occur and procedures to report/address these</p>
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PROWB9 was in the process of being reviewed in August 2012. There is no indication if it is to be replaced.

PROWB1	Performance criteria:	Knowledge and understanding
Conform to general workplace safety	Candidates must be able to:	
<p>This standard is about:</p> <p>1 awareness of relevant current statutory requirements and official guidance</p> <p>2 personal responsibilities relating to workplace safety, wearing appropriate personal protective equipment (PPE) and compliance with warning/safety signs</p> <p>3 personal behaviour in the workplace</p> <p>4 security in the workplace</p>	<p>P1 identify hazards associated with the workplace and record and report in accordance with organisational procedure</p> <p>P2 comply with all workplace safety legislation requirements at all times</p> <p>P3 comply with and maintain all organisational security arrangements and approved procedures.</p> <p>P4 comply with all emergency procedures in accordance with organisational policy</p>	<p>K1 the hazards associated with the occupational area under different conditions</p> <p>K2 methods of reporting hazards in the workplace</p> <p>K3 what safety legislation notices are relevant to the occupational area.</p> <p>K4 why and when personal protective equipment (ppe) should be used.</p> <p>K5 how security arrangements are implemented in the workplace.</p> <p>K6 what the organisational emergency procedures are</p> <p>K7 what the types of fire extinguishers are and how they are used.</p>

Scope/range of performance criteria for PROWB1 includes:

- Hazards, associated with the workplace and occupations at work, are recorded and/or reported

- Safe use of general personal protective equipment (PPE) when in the work environment, in accordance with relevant legislation and/or organisational requirements.
- Safe use of fire extinguishers, as appropriate to the fire.
- Organisational procedures for maintaining the security of the workplace:
 - during the working day
 - on completion of the day's work
 - from unauthorised personnel (other operatives and/or the general public)
 - from theft
- Organisational procedures in case of accident and/or fire

Scope/range of knowledge and understanding within PROWB1 includes:

Emergency procedures

In accordance with organisational requirements:

- accidents and emergencies associated with the type of work being undertaken and the work environment.
- Fire extinguishers
- Water, CO₂, foam, powder, vaporising liquid and their uses.
- Hazards

Associated with the occupational area:

- resources, workplace, environment, substances, equipment, obstructions, storage, services and work activities.
- Notices
- Statutory requirements and/or official guidance for the occupation and the work area.
- Personal protective equipment (PPE)

As required for the general work environment:

- E.g. helmet, ear defenders, overalls, safety footwear and high visibility vests/ jackets.
- Reporting
- Organisational recording procedures and statutory requirements.
- Security
- Organisational procedures relating to the general public, site personnel and resources

APPENDIX 6: QUALIFICATIONS & CREDIT FRAMEWORK

The Qualifications and Credit Framework or QCF is a vocational qualification consists of individual units of learning that a candidate can build up to a full qualification. They have replaced the National Vocational Qualification (NVQ) and were introduced to provide greater transparency and flexibility. There are a number of changes to the qualification which falls outside the remit of this research; however, the QCF will still be used as a record of on the job attainment and achievement of the QCF will still reside to a greater or lesser extent with the assessor.

To see how the National Standards for waste and recycling were translated into vocational qualifications a sample of vocational qualifications were examined (see Appendices 4 - 14). These included:

- WAMITAB Level 3 Diploma for Waste Supervisor (QCF); did they have CF like this?
- WAMITAB Level 2 Diploma for Sustainable Waste Management Operative (Team Leader – QCF);
- WAMITAB Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection – QCF);
- WAMITAB Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection Driver – QCF);
- Edexcel Level 3 Diploma for Waste Supervisor (QCF);
- Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection Driver – QCF);
- Edexcel Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection – QCF);
- City & Guilds Level 1 Support safety around waste collection vehicle;
- City & Guilds Level 3 Diploma for Waste Supervisor (QCF);
- City & Guilds Level 2 Diploma for Sustainable Waste Management Operative (Team Leader – QCF);
- City & Guilds Level 2 Certificate for Sustainable Waste Management operative (Waste Collection Driver – QCF);
- City & Guilds Level 2 Certificate for Sustainable Waste Management Operative (Waste Collection – QCF);

APPENDIX 6A: WAMITAB LEVEL 3 DIPLOMA FOR WASTE SUPERVISOR (QCF)

To achieve this QCF qualification, a supervisor must achieve a minimum of 59 credits by completing all of the five mandatory units in Group A (worth 47 credits) and any two units from Group B (worth a minimum 4 credits) and any three units from Group C (ensuring that at least two of these are at Level 3 or above and therefore worth a minimum of 8 credits).

Mandatory Units

- Contribute to the management of the environmental impact of work | D/602/1063 | Level 3 | 7
- Supervise the work of others | H/602/1064 | Level 3 | 7
- Supervise health and safety in the working environment for waste management activities | K/602/1065 | Level 3 | 8
- Ensure that staff conform to productive and efficient working practices | M/602/1066 | Level 2 | 5
- Provide leadership in area of responsibility | Y/602/1062 | Level 5 | 20

Further information on Mandatory Units for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1853_5&showUnits=False

Optional Units B

- a. Generate and retain waste and resource management business | H/602/1503 | Level 3 | 14
- b. Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
- c. Participate in meetings | H/600/9688 | Level 2 | 2
- d. Manage own professional development within an organisation | L/600/9586 | Level 3 | 4
- e. Support learning and development within own area of responsibility | M/600/9676 | Level 4 | 5
- f. Plan, allocate and monitor work of a team | Y/600/9669 | Level 3 | 5
- g. Oversee waste process operations | L/602/1382 | Level 3 | 4
- h. Validation of waste | A/602/1376 | Level 2 | 5
- i. Inspection of vehicles used in waste management facilities | D/602/1371 | Level 2 | 2
- j. Maintain the condition of waste process equipment | D/602/1600 | Level 2 | 10
- k. Control the risk from vehicle and plant movements on waste management facilities | F/602/1069 | Level 2 | 9
- l. Conduct environmental monitoring on a waste management facility | F/602/1380 | Level 2 | 4
- m. Contribute to maintaining sustainable development and environmental good practice at work | J/602/1395 | Level 2 | 5
- n. Maintain the security of waste management facilities | K/602/1373 | Level 1 | 7
- o. Acceptance of waste | T/602/1375 | Level 2 | 7
- p. Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389 | Level 2 | 2
- q. Exchange responsibility for control of waste processing operations | Y/602/1384 | Level 2 | 9
- r. Contribute to the provision of customer service in a waste environment | F/602/1685 | Level 2 | 5
- s. Support customer service improvements | A/601/1530 | Level 2 | 5

Further information on Optional Units B for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1853_5&showUnits=False

Optional Units C

- Control maintenance and other engineering operations | D/602/1435 | Level 4 | 13
- Manage the transfer of outputs and disposal of residues from remediation of contaminated land | K/602/1406 | Level 3 | 8
- Manage and maintain effective systems for responding to emergencies | M/602/1424 | Level 4 | 19
- Manage customer care programs to improve waste management services | R/602/1433 | Level 3 | 9
- Control work activities on a waste management facility | Y/602/1501 | Level 3 | 9
- Maintain Vehicle Crew Compliance with Operational Requirements | D/601/7627 | Level 3 | 3
- Manage the traffic office | A/601/7182 | Level 3 | 4
- Review the quality of customer service | J/601/1238 | Level 4 | 8
- Manage a budget for own area or activity of work | A/600/9695 | Level 5 | 7
- Make effective decisions | F/600/9715 | Level 3 | 3
- Ensure compliance with legal, regulatory, ethical and social requirements | H/600/9609 | Level 4 | 5
- Plan, allocate and monitor work in own area of responsibility | H/600/9674 | Level 4 | 5
- Plan an organisation's workforce | J/600/9666 | Level 7 | 9
- Implement change in own area of responsibility | M/600/9659 | Level 4 | 6
- Work productively with colleagues and stakeholders | M/600/9662 | Level 5 | 6
- Recruit staff in own area of responsibility | T/600/9663 | Level 5 | 4
- Set objectives and provide support for team members | M/600/9600 | Level 3 | 5
- Identify and evaluate sustainable resources in a waste environment | T/602/1683 | Level 4 | 8
- Operate the Weighbridge | K/601/7615 | Level 3 | 15
- Work with others to improve customer service | D/601/1553 | Level 3 | 8
- Conform to General Workplace Environmental Requirements | H/601/7614 | Level 2 | 3
- Direct Vehicle Movements on Site | Y/601/7626 | Level 2 | 4
- Conforming to Efficient Working Practices in the Workplace | J/600/7139 | Level 2 | 3
- Control the Sale of Stocked Material or Products | H/601/7628 | Level 2 | 3
- Conforming to General Safety in the Workplace | F/600/7138 | Level 1 | 2
- Conforming to Productive Working Practices in the Workplace | J/503/1169 | Level 2 | 3

Further information on Optional Units C for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1853_5&showUnits=False

APPENDIX 6B: WAMITAB LEVEL 2 DIPLOMA FOR SUSTAINABLE WASTE MANAGEMENT OPERATIVE (TEAM LEADER - QCF)

To achieve this qualification learners must complete 10 units (minimum credit - 38) - all of the units in Group A (the mandatory group - consisting of 34 credits), plus any two units from Group B (the optional group) and in doing so ensuring they achieve at least a further 4 credits.

Mandatory Units A:

- Comply with emergency procedures on waste management activities | M/602/1262 | Level 2 | 3
- Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389 | Level 2 | 2
- Maintain a healthy and safe working environment for waste management activities | T/602/1439 | Level 2 | 6
- Conforming to Efficient Working Practices in the Workplace | J/600/7139 | Level 2 | 3
- Set objectives and provide support for team members | M/600/9600 | Level 3 | 5
- Working with other people | T/602/1263 | Level 1 | 2
- Plan, allocate and monitor work of a team | Y/600/9669 | Level 3 | 5
- Work with others to improve customer service | D/601/1553 | Level 3 | 8
- Conforming to Productive Working Practices in the Workplace | J/503/1169 | Level 2 | 3

Further information on Mandatory Units A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1446_3&showUnits=False

Optional Units B:

Validation of waste A/602/1376 Level 2 5
Maintain the condition of waste process equipment D/602/1600 Level 2 10
Control the risk from vehicle and plant movements on waste management facilities F/602/1069 Level 2 9
Conduct environmental monitoring on a waste management facility F/602/1380 Level 2 4
Generate and retain waste and resource management business H/602/1503 Level 3 14
Contribute to maintaining sustainable development and environmental good practice at work J/602/1395 Level 2 5
Maintain the security of waste management facilities K/602/1373 Level 1 7
Oversee waste process operations L/602/1382 Level 3 4
Acceptance of waste T/602/1375 Level 2 7
Exchange responsibility for control of waste processing operations Y/602/1384 Level 2 9
Manage own professional development within an organisation L/600/9586 Level 3 4
Participate in meetings H/600/9688 Level 2 2
Contribute to the provision of customer service in a waste environment F/602/1685 Level 2 5
Manual handling, lifting and moving of loads in a waste environment R/602/2078 Level 1 2
Support learning and development within own area of responsibility M/600/9676 Level 4 5
Support customer service improvements J/601/8884 Level 2 5
Review the quality of customer service J/601/1238 Level 4 8

Further information on Optional Units B for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1446_3&showUnits=False

APPENDIX 6C: WAMITAB LEVEL 2 CERTIFICATE FOR SUSTAINABLE WASTE MANAGEMENT OPERATIVE (WASTE COLLECTION - QCF)

To achieve this QCF qualification learners must complete 10 units (minimum credit 33) all seven units from Group A (the mandatory group - consisting of 27 credits) and then any 3 units from the optional units and in doing so ensuring that they achieve at least a further 6 credits - only 1 unit can be taken from group B

Mandatory Units A

Comply with emergency procedures on waste management activities | M/602/1262 | Level 2 | 3
Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389 | Level 2 | 2
Maintain a healthy and safe working environment for waste management activities | T/602/1439 | Level 2 | 6
Conforming to Efficient Working Practices in the Workplace | J/600/7139 | Level 2 | 3
Manual collection of waste | K/602/1261 | Level 1 | 3
Working with other people | T/602/1263 | Level 1 | 2
Work with others to improve customer service | D/601/1553 | Level 3 | 8
Conforming to Productive Working Practices in the Workplace | J/503/1169 | Level 2 | 3

Further information on Mandatory Units A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1476_1&showUnits=False

Optional Units B

Unloading a non-hazardous waste transport vehicle | A/602/1071 | Level 2 | 3
Unloading a hazardous waste transport vehicle | F/602/1072 | Level 2 | 7
Unloading an inert waste transport vehicle | T/602/1070 | Level 2 | 3

Further information on Optional Units B for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1476_1&showUnits=False

Optional Units C

Operate equipment to install, remove and replace containers for waste | A/602/1068 | Level 1 | 2
Validation of waste | A/602/1376 | Level 2 | 5
Mechanically handle waste | D/602/1385 | Level 1 | 3
Control the risk from vehicle and plant movements on waste management facilities | F/602/1069 | Level 2 | 9
Support safety around waste collection vehicles | H/602/1372 | Level 1 | 2
Acceptance of waste | T/602/1375 | Level 2 | 7
General duties on waste facilities | Y/602/1370 | Level 1 | 4
Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
Manage own professional development within an organisation | L/600/9586 | Level 3 | 4

Further information on Optional Units C for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1476_1&showUnits=False

APPENDIX 6D: WAMITAB LEVEL 2 CERTIFICATE FOR SUSTAINABLE WASTE MANAGEMENT OPERATIVE (WASTE COLLECTION DRIVER)

To achieve this QCF qualification learners must complete 10 units - (minimum 33 credits) all seven units from Group A (the mandatory group - consisting of 27 credits) and then any 3 units from the optional units and in doing so ensuring that they achieve at least a further 6 credits and comply with the restrictions in Group B should they choose an optional unit from this group.

Mandatory Units A

Comply with emergency procedures on waste management activities | M/602/1262 | Level 2 | 3
Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389
| Level 2 | 2
Maintain a healthy and safe working environment for waste management activities | T/602/1439
| Level 2 | 6
Conforming to Efficient Working Practices in the Workplace | J/600/7139 | Level 2 | 3
Working with other people | T/602/1263 | Level 1 | 2
Transportation of waste | T/602/1067 | Level 1 | 3
Work with others to improve customer service | D/601/1553 | Level 3 | 8
Conforming to Productive Working Practices in the Workplace | J/503/1169 | Level 2 | 3

Further information on Mandatory Units A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1475_X&showUnits=False

Optional Units B

Loading an Inert Waste Transport Vehicle | J/602/1073 | Level 2 | 3
Loading a Non-Hazardous Waste Transport Vehicle | L/602/1074 | Level 2 | 3
Loading a Hazardous Waste Transport Vehicle | R/602/1075 | Level 2 | 4
Loading a waste transport vehicle | Y/602/1076 | Level 2 | 2

Further information on Optional Units B for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1475_X&showUnits=False

Optional Units C

Operate equipment to install, remove and replace containers for waste | A/602/1068 | Level 1 | 2
Validation of waste | A/602/1376 | Level 2 | 5
Mechanically handle waste | D/602/1385 | Level 1 | 3
Control the risk from vehicle and plant movements on waste management facilities | F/602/1069 | Level 2 | 9
Support safety around waste collection vehicles | H/602/1372 | Level 1 | 2
Acceptance of waste | T/602/1375 | Level 2 | 7
Manage own professional development within an organisation | L/600/9586 | Level 3 | 4
Revise planned waste transport operations | J/602/1378 | Level 3 | 8
Maintain the security of waste management facilities | K/602/1373 | Level 1 | 7
Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
Resolve customer service problems | M/601/1511 | Level 2 | 6
Organise the transportation of loads in a waste environment | A/602/1684 | Level 3 | 3

Further information on Optional Units C for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_1475_X&showUnits=False

APPENDIX 6E: EDEXCELL LEVEL 3 DIPLOMA FOR WASTE SUPERVISOR

Learners must complete a minimum of 59 credits to achieve this QCF qualification. They must complete all the units in Group A for a total of 47 credits. Learners must also complete two units from Optional Group B for a minimum of four credits and three units from Optional Group C for a minimum of eight credits. At least two of the units chosen from Optional Group C must be at Level 3 or above.

Mandatory Units A

- Contribute to the management of the environmental impact of work | D/602/1063 | Level 3 | 7
- Supervise the work of others | H/602/1064 | Level 3 | 7
- Supervise health and safety in the working environment for waste management activities | K/602/1065 | Level 3 | 8
- Ensure that staff conform to productive and efficient working practices | M/602/1066 | Level 2 | 5
- Provide leadership in area of responsibility | Y/602/1062 | Level 5 | 20

Further information on Mandatory Units A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2266_8&showUnits=False

Optional Units B

- Generate and retain waste and resource management business | H/602/1503 | Level 3 | 14
- Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
- Participate in meetings | H/600/9688 | Level 2 | 2
- Manage own professional development within an organisation | L/600/9586 | Level 3 | 4
- Support learning and development within own area of responsibility | M/600/9676 | Level 4 | 5
- Plan, allocate and monitor work of a team | Y/600/9669 | Level 3 | 5
- Oversee waste process operations | L/602/1382 | Level 3 | 4
- Validation of waste | A/602/1376 | Level 2 | 5
- Inspection of vehicles used in waste management facilities | D/602/1371 | Level 2 | 2
- Maintain the condition of waste process equipment | D/602/1600 | Level 2 | 10
- Control the risk from vehicle and plant movements on waste management facilities | F/602/1069 | Level 2 | 9
- Conduct environmental monitoring on a waste management facility | F/602/1380 | Level 2 | 4
- Contribute to maintaining sustainable development and environmental good practice at work | J/602/1395 | Level 2 | 5
- Maintain the security of waste management facilities | K/602/1373 | Level 1 | 7
- Acceptance of waste | T/602/1375 | Level 2 | 7
- Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389 | Level 2 | 2
- Exchange responsibility for control of waste processing operations | Y/602/1384 | Level 2 | 9
- Contribute to the provision of customer service in a waste environment | F/602/1685 | Level 2 | 5
- Support customer service improvements | A/601/1530 | Level 2 | 5

Further information on Optional Units B for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2266_8&showUnits=False

Optional Units C (Group C1)

- Control maintenance and other engineering operations | D/602/1435 | Level 4 | 13
- Manage the transfer of outputs and disposal of residues from remediation of contaminated land | K/602/1406 | Level 3 | 8
- Manage and maintain effective systems for responding to emergencies | M/602/1424 | Level 4 | 19
- Manage customer care programs to improve waste management services | R/602/1433 | Level 3 | 9
- Control work activities on a waste management facility | Y/602/1501 | Level 3 | 9

Maintain Vehicle Crew Compliance with Operational Requirements | D/601/7627 | Level 3 | 3
Manage the traffic office | A/601/7182 | Level 3 | 4
Review the quality of customer service | J/601/1238 | Level 4 | 8
Manage a budget for own area or activity of work | A/600/9695 | Level 5 | 7
Make effective decisions | F/600/9715 | Level 3 | 3
Ensure compliance with legal, regulatory, ethical and social requirements | H/600/9609 | Level 4 | 5
Plan, allocate and monitor work in own area of responsibility | H/600/9674 | Level 4 | 5
Plan an organisation's workforce | J/600/9666 | Level 7 | 9
Implement change in own area of responsibility | M/600/9659 | Level 4 | 6
Work productively with colleagues and stakeholders | M/600/9662 | Level 5 | 6
Recruit staff in own area of responsibility | T/600/9663 | Level 5 | 4
Set objectives and provide support for team members | M/600/9600 | Level 3 | 5
Identify and evaluate sustainable resources in a waste environment | T/602/1683 | Level 4 | 8
Operate the Weighbridge | K/601/7615 | Level 3 | 15
Work with others to improve customer service | D/601/1553 | Level 3 | 8

Further information on Optional Units C1 for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2266_8&showUnits=False

Optional Units C2

Conform to General Workplace Environmental Requirements | H/601/7614 | Level 2 | 3
Direct Vehicle Movements on Site | Y/601/7626 | Level 2 | 4
Control the Sale of Stocked Material or Products | H/601/7628 | Level 2 | 3
Conforming to General Safety in the Workplace | F/600/7138 | Level 1 | 2
Conforming to Productive Working Practices in the Workplace | J/503/1169 | Level 2 | 3

Further information on Optional Units C2 for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2266_8&showUnits=False

APPENDIX 6F: EDEXCEL LEVEL 2 CERTIFICATE FOR SUSTAINABLE WASTE MANAGEMENT OPERATIVE (WASTE COLLECTION DRIVER)

To achieve this QCF qualifications, learners must complete 27 mandatory credits from Group A. Learners must take a minimum of six optional credits from Group B. Learners must complete a minimum of three units from Optional Group B but may only complete a maximum of one unit from Optional Group B1.

Mandatory Units A

- Comply with emergency procedures on waste management activities | M/602/1262 | Level 2 | 3
- Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389 | Level 2 | 2
- Maintain a healthy and safe working environment for waste management activities | T/602/1439 | Level 2 | 6
- Working with other people | T/602/1263 | Level 1 | 2
- Transportation of waste | T/602/1067 | Level 1 | 3
- Work with others to improve customer service | D/601/1553 | Level 3 | 8

Further information on Mandatory Unit A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2252_8&showUnits=False

Optional B1 Units

- Loading an Inert Waste Transport Vehicle | J/602/1073 | Level 2 | 3
- Loading a Non-Hazardous Waste Transport Vehicle | L/602/1074 | Level 2 | 3
- Loading a waste transport vehicle | Y/602/1076 | Level 2 | 2
- Loading a Hazardous Waste Transport Vehicle | R/602/1075 | Level 2 | 4

Further information on Optional B1 Units for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2252_8&showUnits=False

Optional B2 Units

- Operate equipment to install, remove and replace containers for waste | A/602/1068 | Level 1 | 2
- Validation of waste | A/602/1376 | Level 2 | 5
- Mechanically handle waste | D/602/1385 | Level 1 | 3
- Control the risk from vehicle and plant movements on waste management facilities | F/602/1069 | Level 2 | 9
- Support safety around waste collection vehicles | H/602/1372 | Level 1 | 2
- Acceptance of waste | T/602/1375 | Level 2 | 7
- Manage own professional development within an organisation | L/600/9586 | Level 3 | 4
- Revise planned waste transport operations | J/602/1378 | Level 3 | 8
- Maintain the security of waste management facilities | K/602/1373 | Level 1 | 7
- Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
- Resolve customer service problems | M/601/1511 | Level 2 | 6
- Organise the transportation of loads in a waste environment | A/602/1684 | Level 3 | 3

Further information on Optional B2 Units for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2252_8&showUnits=False

APPENDIX 6G: EDEXCEL LEVEL 2 CERTIFICATE FOR SUSTAINABLE WASTE MANAGEMENT - OPERATIVE (WASTE COLLECTION)

To achieve this QCF qualification, learners must complete 27 mandatory credits from Group A. Learners must take a minimum of six optional credits from Group B. Learners must complete a minimum of three units from Optional Group B but may only complete a maximum of one unit from Optional Group B1.

Mandatory Units A

- Comply with emergency procedures on waste management activities | M/602/1262 | Level 2 | 3
- Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389 | Level 2 | 2
- Maintain a healthy and safe working environment for waste management activities | T/602/1439 | Level 2 | 6
- Working with other people | T/602/1263 | Level 1 | 2
- Work with others to improve customer service | D/601/1553 | Level 3 | 8
- Manual collection of waste | K/602/1261 | Level 1 | 3
- Conforming to Productive Working Practices in the Workplace | J/503/1169 | Level 2 | 3

Further information on Mandatory Units A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2136_6&showUnits=False

Optional Units B1

- Unloading a non-hazardous waste transport vehicle | A/602/1071 | Level 2 | 3
- Unloading a hazardous waste transport vehicle | F/602/1072 | Level 2 | 7
- Unloading an inert waste transport vehicle | T/602/1070 | Level 2 | 3

Further information on Optional Units B1 for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2136_6&showUnits=False

Optional Units B2

- Operate equipment to install, remove and replace containers for waste | A/602/1068 | Level 1 | 2
- Validation of waste | A/602/1376 | Level 2 | 5
- Mechanically handle waste | D/602/1385 | Level 1 | 3
- Control the risk from vehicle and plant movements on waste management facilities | F/602/1069 | Level 2 | 9
- Support safety around waste collection vehicles | H/602/1372 | Level 1 | 2
- Acceptance of waste | T/602/1375 | Level 2 | 7
- Manage own professional development within an organisation | L/600/9586 | Level 3 | 4
- Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
- General duties on waste facilities | Y/602/1370 | Level 1 | 4

Further information on Optional Units B2 for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_2136_6&showUnits=False

APPENDIX 6H: CITY & GUILDS: LEVEL 1 - SUPPORT SAFETY AROUND WASTE COLLECTION VEHIC

<i>Learning Outcomes- The learner will:</i>	<i>Assessment Criteria – The learner can:</i>
1. Support safe operations of the waste collection vehicle	1.1 Select and use the designated PPE before starting operations in accordance with the operational requirements
	1.2 Check and test the vehicle safety systems on a daily basis before starting work
	1.3 Help to rectify faults which are caused by malfunctioning systems, obscured safety features and illegible notices and signs
	1.4 Check that safety and amenity equipment carried on the vehicle is in place and suitable for use.
	1.5 Replenish missing health, safety or welfare consumables and PPE needed for the proper operation of the vehicle and safety of the crew.
	1.6 Clean and reset dirty or obscured safety signs, mirrors, observational devices or operating information notices on the vehicle.
2. Keep people safe from waste collection vehicle movements	2.1 Give clear hand signals to assist the driver when the vehicle is being manoeuvred.
	2.2 Minimise inconvenience to other road users by checking and confirming their whereabouts when the waste collection vehicle is manoeuvring on a public highway.
	2.3 Take steps to ensure pedestrians and other road users are at a safe distance from the vehicle when it is manoeuvring or when its mechanisms are operating.
	2.4. Be responsible for the security of the vehicle when on operations in the absence of the driver.
3. Use and communicate data and information	3.1 Use the work documents provided to ensure any information needed for the work is not missed.
4. Resolve problems which arise from vehicle safety	4.1 Inform the driver immediately if a fault is found in the vehicle safety systems.
	4.2 Reset any emergency stops on the vehicle when it is safe to do so
	4.3 Report to the designated person - on a daily basis- any situations encountered on operational duty which are uncontrolled or inappropriately controlled.

	4.4 Report situations where personnel or vehicle safety is compromised in accordance with operational procedures.
	4.5 Report defective equipment promptly to the driver or designated person in the drivers absence
	4.6 Resolve problems within own area of responsibility
5. Understand the regulations, procedures and requirements for supporting safety around waste collection vehicles.	5.1 Determine the potential hazards associated with different wastes
	5.2 Determine operational procedures and why it is important to comply with them.
	5.3 Determine how to identify work-related hazards and risks.
	5.4 Describe appropriately the purposes and normal operation of vehicle safety systems
	5.5 Describe appropriately the importance of vehicle and safety checks.
	5.6 Determine how to recognise faults in lighting systems, warning systems, notices and signs.
	5.7 Determine hand signals to use in order to communicate with the driver.
	5.8 Determine manoeuvring capabilities of the vehicle in forward and reverse.
	5.9 Determine the driver's field of vision from the driving seat
	5.10 Determine the rights of way on the road
	5.11 Determine methods of signalling to other road users
	5.12 Determine the dangers which could arise from manoeuvring a vehicle
	5.13 Determine how to ensure the vehicle is locked and keys removed to prevent unauthorised access to it.
	5.14. Determine how to immobile vehicles and loading equipment safely to prevent unauthorised people interfering with the vehicle.
	5.15 Determine how to access and operate health safety and welfare equipment carried on the vehicle.
6. Work in a manner which underpins effective performance	6.1 Recognise and act when others need support
	6.2 Be receptive to new ways of working

APPENDIX 6I: CITY & GUILDS LEVEL 3 DIPLOMA FOR WASTE SUPERVISOR

Learners must achieve a minimum of 59 credits to achieve this qualification. Learners must complete 47 credits from the Mandatory Group (A), a minimum of 4 credits from 2 units in Optional Group 1 (B) and a minimum of 8 credits from Optional Group 2 (C). Of the credits from Optional Group 2, a minimum of 3 units must be taken with at least 2 of these at level 3 or above.

Mandatory Units A

Contribute to the management of the environmental impact of work | D/602/1063 | Level 3 | 7
Supervise the work of others | H/602/1064 | Level 3 | 7
Supervise health and safety in the working environment for waste management activities
| K/602/1065 | Level 3 | 8
Ensure that staff conform to productive and efficient working practices | M/602/1066 | Level 2 | 5
Provide leadership in area of responsibility | Y/602/1062 | Level 5 | 20

Further information on Mandatory Units A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/Details/600_1474_X

Optional Units B (At least two units)

Inspection of vehicles used in waste management facilities | D/602/1371 | Level 2 | 2
Control the risk from vehicle and plant movements on waste management facilities | F/602/1069
| Level 2 | 9
Conduct environmental monitoring on a waste management facility | F/602/1380 | Level 2 | 4
Maintain the security of waste management facilities | K/602/1373 | Level 1 | 7
Contribute to the provision of customer service in a waste environment | F/602/1685 | Level 2 | 5
Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
Generate and retain waste and resource management business | H/602/1503 | Level 3 | 14
Participate in meetings | H/600/9688 | Level 2 | 2
Manage own professional development within an organisation | L/600/9586 | Level 3 | 4
Support learning and development within own area of responsibility | M/600/9676 | Level 4 | 5
Plan, allocate and monitor work of a team | Y/600/9669 | Level 3 | 5
Oversee waste process operations | L/602/1382 | Level 3 | 4
Validation of waste | A/602/1376 | Level 2 | 5
Maintain the condition of waste process equipment | D/602/1600 | Level 2 | 10
Exchange responsibility for control of waste processing operations | Y/602/1384 | Level 2 | 9
Acceptance of waste | T/602/1375 | Level 2 | 7
Contribute to maintaining sustainable development and environmental good practice at work | J/602/
1395 | Level 2 | 5
Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389
Level 2 | 2
Support customer service improvements | A/601/1530 | Level 2 | 5

Further information on Optional Units B for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_1474_X&showUnits=True

Optional Units C (Minimum of three units from Group C with at least two at Level 3 or above)

Manage customer care programs to improve waste management services | R/602/1433 | Level 3 | 9
Control work activities on a waste management facility | Y/602/1501 | Level 3 | 9
Control maintenance and other engineering operations | D/602/1435 | Level 4 | 13
Manage the transfer of outputs and disposal of residues from remediation of contaminated land | K/602/1406 | Level 3 | 8
Manage and maintain effective systems for responding to emergencies | M/602/1424 | Level 4 | 19
Maintain Vehicle Crew Compliance with Operational Requirements | D/601/7627 | Level 3 | 3
Manage the traffic office | A/601/7182 | Level 3 | 4
Review the quality of customer service | J/601/1238 | Level 4 | 8
Manage a budget for own area or activity of work | A/600/9695 | Level 5 | 7
Make effective decisions | F/600/9715 | Level 3 | 3
Ensure compliance with legal, regulatory, ethical and social requirements | H/600/9609 | Level 4 | 5
Plan, allocate and monitor work in own area of responsibility | H/600/9674 | Level 4 | 5
Plan an organisation's workforce | J/600/9666 | Level 7 | 9
Implement change in own area of responsibility | M/600/9659 | Level 4 | 6
Work productively with colleagues and stakeholders | M/600/9662 | Level 5 | 6
Recruit staff in own area of responsibility | T/600/9663 | Level 5 | 4
Set objectives and provide support for team members | M/600/9600 | Level 3 | 5
Identify and evaluate sustainable resources in a waste environment | T/602/1683 | Level 4 | 8
Operate the Weighbridge | K/601/7615 | Level 3 | 15
Work with others to improve customer service | D/601/1553 | Level 3 | 8
Conform to General Workplace Environmental Requirements | H/601/7614 | Level 2 | 3
Conforming to General Safety in the Workplace | F/600/7138 | Level 1 | 2
Conforming to Efficient Working Practices in the Workplace | J/600/7139 | Level 2 | 3
Direct Vehicle Movements on Site | Y/601/7626 | Level 2 | 4
Control the Sale of Stocked Material or Products | H/601/7628 | Level 2 | 3

Further information on Optional Units C for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=600_1474_X&showUnits=True

APPENDIX 6J: CITY & GUILDS LEVEL 2 DIPLOMA SUSTAINABLE WASTE MANAGEMENT OPERATIVE (TEAM LEADER)

A total of 38 credits are required for this QCF qualification. Eight units with a total of 34 credits must be taken from Mandatory group A. Two units with a total of 4 credits must be taken from Optional Group B

Mandatory Units A

- Set objectives and provide support for team members | M/600/9600 | Level 3 | 5
- Plan, allocate and monitor work of a team | Y/600/9669 | Level 3 | 5
- Work with others to improve customer service | D/601/1553 | Level 3 | 8
- Conforming to Efficient Working Practices in the Workplace | J/600/7139 | Level 2 | 3
- Maintain a healthy and safe working environment for waste management activities
| T/602/1439 | Level 2 | 6
- Working with other people | T/602/1263 | Level 1 | 2
- Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389
| Level 2 | 2
- Comply with emergency procedures on waste management activities | M/602/1262 | Level 2 | 3

Further information on Mandatory Units A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_2365_8&showUnits=True

Optional Units B (Minimum of two units must be taken from Group B)

- Support customer service improvements | J/601/8884 | Level 2 | 5
- Manage own professional development within an organisation | L/600/9586 | Level 3 | 4
- Participate in meetings | H/600/9688 | Level 2 | 2
- Support learning and development within own area of responsibility | M/600/9676 | Level 4 | 5
- Review the quality of customer service | J/601/1238 | Level 4 | 8
- Generate and retain waste and resource management business | H/602/1503 | Level 3 | 14
- Contribute to the provision of customer service in a waste environment | F/602/1685 | Level 2 | 5
- Validation of waste | A/602/1376 | Level 2 | 5
- Acceptance of waste | T/602/1375 | Level 2 | 7
- Maintain the security of waste management facilities | K/602/1373 | Level 1 | 7
- Conduct environmental monitoring on a waste management facility | F/602/1380 | Level 2 | 4
- Oversee waste process operations | L/602/1382 | Level 3 | 4
- Maintain the condition of waste process equipment | D/602/1600 | Level 2 | 10
- Exchange responsibility for control of waste processing operations | Y/602/1384 | Level 2 | 9
- Contribute to maintaining sustainable development and environmental good practice at work
| J/602/1395 | Level 2 | 5
- Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
- Control the risk from vehicle and plant movements on waste management facilities | F/602
/1069 | Level 2 | 9

Further information on Optional Units B for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_2365_8&showUnits=True

APPENDIX 6K: CITY & GUILDS LEVEL 2 CERTIFICATE FOR SUSTAINABLE WASTE MANAGEMENT OPERATIVE (WASTE COLLECTION DRIVER)

A minimum of 33 credits are required for this QCF? qualification. 27 credits must come from Mandatory group A. A minimum of 6 credits must be achieved from Group D. A minimum of 3 units must be taken from Group D with a maximum of 1 unit from group B.

Mandatory Units A

- Maintain a healthy and safe working environment for waste management activities | T/602/1439 | Level 2 | 6
- Working with other people | T/602/1263 | Level 1 | 2
- Contribute to the sustainability, maintenance and preservation of the environment | T/602/1389 | Level 2 | 2
- Comply with emergency procedures on waste management activities | M/602/1262 | Level 2 | 3
- Transportation of waste | T/602/1067 | Level 1 | 3
- Work with others to improve customer service | D/601/1553 | Level 3 | 8
- Conforming to Productive Working Practices in the Workplace | J/503/1169 | Level 2 | 3

Further information on Mandatory Units A for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_2365_8&showUnits=True

Optional Units B (Maximum of one unit should be taken from this Unit)

- Loading a waste transport vehicle | Y/602/1076 | Level 2 | 2
- Loading a Hazardous Waste Transport Vehicle | R/602/1075 | Level 2 | 4
- Loading a Non-Hazardous Waste Transport Vehicle | L/602/1074 | Level 2 | 3
- Loading an Inert Waste Transport Vehicle | J/602/1073 | Level 2 | 3

Further information on Optional Units B for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_2368_3&showUnits=False

Optional Units C (A minimum of two units must be taken from this group)

- Manage own professional development within an organisation | L/600/9586 | Level 3 | 4
- Resolve customer service problems | M/601/1511 | Level 2 | 6
- Organise the transportation of loads in a waste environment | A/602/1684 | Level 3 | 3
- Validation of waste | A/602/1376 | Level 2 | 5
- Acceptance of waste | T/602/1375 | Level 2 | 7
- Maintain the security of waste management facilities | K/602/1373 | Level 1 | 7
- Support safety around waste collection vehicles | H/602/1372 | Level 1 | 2
- Revise planned waste transport operations | J/602/1378 | Level 3 | 8
- Mechanically handle waste | D/602/1385 | Level 1 | 3
- Manual handling, lifting and moving of loads in a waste environment | R/602/2078 | Level 1 | 2
- Control the risk from vehicle and plant movements on waste management facilities | F/602/1069 | Level 2 | 9
- Operate equipment to install, remove and replace containers for waste | A/602/1068 | Level 1 | 2

Further information on Optional Units C for this qualification can be found at:

http://register.ofqual.gov.uk/Qualification/PrintDetails?qualificationNumber=501_2368_3&showUnits=False

APPENDIX 7: SITE VISITS

Site visits were made to a mix of rural and urban and public and private sector of organisations where focus groups and interviews were undertaken to gather the views and opinions of managers, supervisors, team leaders and collection crews about the role of supervisors and team leaders with respect to the management of health and safety (see Appendices 7). These focus groups and interviews were subjected to a content analysis and used to develop the ‘person specification’.

APPENDIX 7A: INTERVIEW SCHEDULE FOR HEALTH AND SAFETY MANAGERS

Explanation

Over the last five years there have been some improvements in the health and safety performance of the waste and recycling industry but compared with other industries it is still very poor. Collection activities are one of the most hazardous activities associated with the industry, with approximately 80% of accidents occurring during the collection of household and trade waste.

In hazardous industries where they have had some success in improving their health and safety record, they have done a lot of work to provide additional training and support to develop the competencies of supervisors and team leaders. The Health and Safety Executive (HSE) has commissioned the Health and Safety Laboratory (HSL) to work in partnership with the waste and recycling industry to find out if this approach will work in your industry.

We are conducting this research in order to:

identify what competencies supervisors and team leaders need to manage health and safety effectively. In other words, what knowledge (what you need to know to do your job), skills (what abilities you need to have) attitudes (how you feel about your work and how you approach it e.g. you want to do a good job, you do) and behaviours (how you do it and how other people see you, e.g. do others see you as a hard worker) does a supervisor or team leader who manages health and safety effectively possess?

identify whether the training given to supervisors and team leaders provides an adequate basis for these competencies or whether there are further training needs.

*This interview will last no longer than an hour. There are no right or wrong answers. We just want to get your honest opinions based on your experience. Anything you say will be treated in confidence and no comments will be attributable to any named individual in our final report to HSE. I would like to audio record the interview but this is purely to help support the notes I will be making. They will remain within HSL and neither HSE nor your employer will have access to it. If you are happy for the interview to be recorded you can still ask me to switch the recording off at any time. **[Facilitator hand-out information sheets and check okay to record. Switch on and confirm on tape you have handed out information and agreement has been sought to record].***

Do you have any questions?

1. Perhaps you can start by telling me about your career path has led you to the job you are now in?*(Note for facilitator only: this should give you an indication whether they have a broad range of H&S responsibilities or work specifically in the waste and recycling area)*

2. What are the main hazards associated with collection activities?
(Facilitator Note: If the manager is unsure, please reassure that this is okay, we are not looking to trip him/her up).

3. Who has responsibility for health and safety in domestic waste collection and recycling?
Probe: *Themselves or does responsibility extend to Supervisors, Team leaders as well as operatives?*

4. How are health and safety messages related to domestic waste collection and recycling communicated?
Probe: *What role do supervisors play in communicating/ managing the health and safety of managers?*

Probe: *The involvement of team leaders/supervisors in formal (safety briefings, spot checks etc.) and informal messaging.*

5. How do you decide which topics should have priority?
Probe: *Does someone other than them decide?*
Is it based on their own or other accident data?
The knowledge they have acquired about the waste industry and its hazards?
6. How much influence do accidents and near misses in other organisations in the same industry have on your decision making?
7. What are the key challenges you face when implementing health and safety improvements in the collection of domestic waste?
8. What input do you have into policies, procedures and internal training related to waste recycling and collection? (Facilitator note: this is to explore some of the differences between a H & S mgr. with generic responsibility across a number of different depts. or whether they are specifically working just on waste and recycling)
Probe: *Do you have any involvement or influence in setting the standards of training for supervisors?*
9. Do you have any input into the selection of team leaders/supervisors?
10. What sort of qualities are you looking for?
 11. What technical challenges do the team leaders/supervisors come to you with?
 12. If you could make three improvements to develop the health and safety competencies of the team leaders/supervisors involved in waste recycling and collection what would they be?
 13. Is there anything else you would like to add?

APPENDIX 7B: FOCUS GROUP SCHEDULE FOR OPERATIVES

Explanation to Group

Background

Despite a lot of work being carried out over the last five years to improve health and safety performance, compared to other industries there are still too many people getting injured or killed. Collection activities are one of the most hazardous activities in the industry with approximately 80% of accidents happening during the collection of household and trade waste.

The role of supervisors and team leaders in managing the health and safety of collection crews and drivers is very important. Supervisors or team leaders are often promoted because of their experience and practical ability and this background is very important in giving them credibility when supervising their teams on a day-to-day basis. However, supervisors and team leaders also have to make their teams aware of less obvious health and safety hazards and risks that they might encounter during their rounds and persuade them that certain working practices reduce those risks and protect their health and safety. Communicating these messages and persuading crews to adhere to procedures requires supervisors and team leaders to have good interpersonal and communication skills as well as practical experience.

What we want to find out

The Health and Safety Executive (HSE) has commissioned the Health and Safety Laboratory (HSL) to work in partnership with the waste and recycling industry to:

Identify what competencies supervisors and team leaders need to manage health and safety effectively. In other words, what knowledge, skills attitudes and behaviours does a supervisor or team leader who manages health and safety effectively possess?

Over the next hour I am going ask you some questions and give you some examples of real life situations where I want you to tell me what think you would have done or what you think you would have seen if you had been there. There are no right or wrong answers. I just want to get your honest views. Anything you say will be treated in confidence. Neither your employer nor HSE will ever know what any individual has said. We will be writing a report for HSE but no individuals will be named and the way we handle the information means they will have no way of knowing who has said what.

*We would like to audio record the session and the recording is just to help us back up our notes. Neither HSE, nor your employer will ever hear it. If at any time during the session you would prefer the recording switched off that will not be a problem. **[Facilitator to hand out information sheets and ask if they are okay to record. Switch on recorder and confirm on tape you have handed out information and agreement has been given for the recording].***

Any questions?

Introductions:

Do you want to say what your first name is and how long you have worked on the bins?

What does 'health and safety' mean to you?

Who is responsible for 'health and safety'?

What are the main hazards that could hurt you or make you ill?

How did you learn about these hazards?

1. From own experience
2. Learning from others experience
3. Safety briefing of some sort (tool box talks, etc)
4. Training (what sort)
5. Other (colleague, TV etc.)

If you have a health and safety concern who do you go to?

- a) On the road b) in the depot

Does your team leader/supervisor ever tell you about these hazards and how to avoid them?[Facilitator Note: This does relate to Q4 so depending on that answer you may want to focus more on what advice they get to avoid them]

How does your team leader/supervisor protect your health and safety? Give a specific example of what they do?

If you have worked with a team leader/supervisor who you thought took your health and safety seriously what was it about what they did or how they behaved, or their attitude that told you that they took it seriously?

Similarly, if you have worked with a team leader/supervisor who you thought did not take your health and safety seriously, what was it about the way they behaved, their attitude or what they did, that made you think that they did not take health and safety seriously?

[Facilitator information only: delegates may be fearful of repercussions if they present an honest picture of someone's competencies, particularly if they relate to those in charge. Presenting the delegate(s) with scenarios or situations and asking them to describe what they might do or what they might see others do in a 'hypothetical' situation is a safe way of exploring human behaviour without your delegates feeling threatened.

*When listening to the delegates be mindful that we are looking to explore in depth the **Knowledge, Skills, Attitudes and Behaviours** that may be described by them]*

Explanation to Group

I am going to give you some scenarios based on some things that have happened in the industry in the past and I want you to imagine what you think you would see the team leader or supervisor doing in these situations. Think about how his knowledge, skills, attitudes and behaviour influences what happens next. If there are any specific examples from your own similar experiences to explain what might happen in real life I would be interested in hearing.

Scenario 1

You are out on your round and you are collecting from both sides of the road. Traffic becomes unexpectedly heavy and one of your colleagues keeps taking repeated risks when crossing the road. What happens?

- Knowledge
- Skills
- Attitudes
- Behaviour

Scenario 2

There have been a number of occasions when crew members have narrowly missed getting injured and the team leader/supervisor brings them together for a safety briefing. The briefing makes such an impression on individual crew members that they notice themselves doing their job more safely. What would the team leader/supervisor have done or said that would make such a difference?

6. **Knowledge**
7. **Skills**
8. **Attitudes**
9. **Behaviours**

Scenario 3

There has been serious flooding in the area so all the rounds are getting backed up. As a result there is a lot of pressure on the crew to get the job done but it means that if they do, some corners will be cut which will impact on health and safety. What does the team leader do to maintain a balance between getting the job done and working safely?

10. **Knowledge**
11. **Skills**
12. **Attitudes**
13. **Behaviours**

If there were three things that you could change that could make the industry a safer place in work in what would they be and why?

If there is nothing further you would like to add, can I just thank you for taking part.

APPENDIX 7C: INTERVIEW SCHEDULE FOR OFFICE BASED SUPERVISORS

Explanation to Group

Background

Despite a lot of work being carried out over the last five years to improve health and safety performance, compared to other industries there are still too many people getting injured or killed. Collection activities are one of the most hazardous activities in the industry with approximately 80% of accidents happening during the collection of household and trade waste.

The role of supervisors and team leaders in managing the health and safety of collection crews and drivers is very important. Supervisors or team leaders are often promoted because of their experience and practical ability and this background is very important in giving them credibility when supervising their teams on a day-to-day basis. However, supervisors and team leaders also have to make their teams aware of less obvious health and safety hazards and risks that they might encounter during their rounds and persuade them that certain working practices reduce those risks and protect their health and safety. Communicating these messages and persuading crews to adhere to procedures requires supervisors and team leaders to have good interpersonal and communication skills as well as practical experience.

What we want to find out

The Health and Safety Executive (HSE) has commissioned the Health and Safety Laboratory (HSL) to work in partnership with the waste and recycling industry to:

Identify what competencies supervisors and team leaders need to manage health and safety effectively. In other words, what knowledge, skills attitudes and behaviours does a supervisor or team leader who manages health and safety effectively possess?

Identify whether the training given to supervisors and team leaders provides an adequate basis for these competencies or whether there are further training needs.

Over the next hour I am going ask you some questions and give you some examples of real life situations where I want you to tell me what think you would have done or what you think you would have seen if you had been there. There are no right or wrong answers. I just want to get your honest opinion. Anything you say will be treated in confidence. Neither your employer nor HSE will ever know what any individual has said. We will be writing a report for HSE but no individuals will be named and the way we handle the information means they will have no way of knowing who has said what.

*We would like to audio record the session and the recording is just to help us back up our notes. Neither HSE, nor your employer will ever hear it. If at any time during the session you would prefer the recording switched off that will not be a problem. **[Facilitator Note: Issue information sheet and ask if they are happy for the session to be recorded. If so, switch on recorder and confirm for the tape that you have handed out the info sheet and agreement has been given for the recording].***

Any questions?

Introductions:

Can you tell me your name, how long you have been in your role and how long in the industry as a whole?

Can you briefly tell me what your main roles and responsibilities are?

What does 'health and safety' mean to you?

Who is responsible for 'health and safety'?

What are the main hazards associated with the job?

How did you learn about health and safety issues in the waste collection and recycling industry?

Internal/External training

What did you find particularly helpful?

When you were promoted to this job (if previously an operative) did you get any training or support to help you manage the team?

Informal training, with a mentor or experienced supervisor

Formal internal/external training

What did you find particularly helpful and why?

[Facilitator: Try to explore training and support to develop the right behavioural and attitudinal competencies needed to manage the team]

Who do you get your health and safety messages from?

Senior managers (are they H & S)

HSE

Targets, initiatives

Feedback internally or from external sources

If you need advice on a health and safety issue who do you go to and why?

Have you ever worked for or with a team leader/supervisor who you model yourself on (how you do your job, how you behave etc.)?

What types of knowledge did they have

What skills did they have

What was their attitude to their job like?

How did they behave?

[Facilitator information only: delegates may be fearful of repercussions if they present an honest picture of someone's competencies, particularly if they relate to those in charge. Presenting the delegate(s) with scenarios or situations and asking them to describe what they might do or what they might see others do in a 'hypothetical' situation is a safe way of exploring human behaviour without your delegates feeling threatened.]

*When listening to the delegates be mindful that we are looking to explore in depth the **Knowledge, Skills, Attitudes and Behaviours** that may be described by them]*

Facilitator says: "I am now going to give you some brief situations based on real events and I want you to imagine if you were in this situation what sorts of knowledge, skills, attitudes and behaviours you might expect the team leader/supervisor to have to deal with these in a good way. If you have any specific examples from your own experience that you are happy to share I would be interested in hearing about those as well."

Scenario 1

One of the crews has gone off sick with a stomach bug and on another crew the team leader/supervisor notices that one of the operatives persistently fails to use the gloves provided or wash his hands when appropriate. How would the team leader/supervisor deal with this situation in a good way?

Knowledge

Skills

Attitudes

Behaviours

Scenario 2

Due to recent floods collection crews have got behind with collections. The team leader/supervisor has to balance meeting their targets with keeping everyone healthy and safe. How would the team leader/supervisor deal with this situation in a good way?

Knowledge

Skills

Attitudes

Behaviours

Scenario 3

The team leader/supervisor has an important health and safety message to get across to your operatives and decides on the best way to do this. The team leader/supervisor gets feedback that the approach has had a real impact on the operatives and they have made changes to their working practices. How would the team leader/supervisor deal with this situation in a good way?

Or the team leader/supervisor has an important health and safety message to get across to their operatives and decides on the best way to do this. The team leader/supervisor gets feedback that the approach has had a real impact on the operatives and they have made changes to their working practices. How would the team leader/supervisor share this best practice with other parts of the business?

Knowledge

Skills

Attitudes

Behaviours

APPENDIX 7D: INTERVIEW SCHEDULE FOR SUPERVISORS/TEAM LEADERS WHO RIDE WITH THE CREW

Explanation to Group

Background

Despite a lot of work being carried out over the last five years to improve health and safety performance, compared to other industries there are still too many people getting injured or killed. Collection activities are one of the most hazardous activities in the industry with approximately 80% of accidents happening during the collection of household and trade waste.

The role of supervisors and team leaders in managing the health and safety of collection crews and drivers is very important. Supervisors or team leaders are often promoted because of their experience and practical ability and this background is very important in giving them credibility when supervising their teams on a day-to-day basis. However, supervisors and team leaders also have to make their teams aware of less obvious health and safety hazards and risks that they might encounter during their rounds and persuade them that certain working practices reduce those risks and protect their health and safety. Communicating these messages and persuading crews to adhere to procedures requires supervisors and team leaders to have good interpersonal and communication skills as well as practical experience.

What we want to find out

The Health and Safety Executive (HSE) has commissioned the Health and Safety Laboratory (HSL) to work in partnership with the waste and recycling industry to:

Identify what competencies supervisors and team leaders need to manage health and safety effectively. In other words, what knowledge, skills attitudes and behaviours does a supervisor or team leader who manages health and safety effectively possess?

Identify whether the training given to supervisors and team leaders provides an adequate basis for these competencies or whether there are further training needs.

Over the next hour I am going ask you some questions and give you some examples of real life situations where I want you to tell me what think you would have done or what you think you would have seen if you had been there. There are no right or wrong answers. I just want your honest opinions. Anything you say will be treated in confidence. Neither your employer nor HSE will ever know what any individual has said. We will be writing a report for HSE but no individuals will be named and the way we handle the information means they will have no way of knowing who has said what.

*We would like to audio record the session and the recording is just to help us back up our notes. Neither HSE, nor your employer will ever hear it. If at any time during the session you would prefer the recording switched off that will not be a problem. **[Facilitator Note: Issue information hand-out and ask if they are happy for the session to be recorded. If so, switch on recorder and confirm for the tap that you have handed out the information sheet and agreement has been given for the recording].***

Any questions?

Introductions:

Can you tell me your name, how long you have been in your role and how long in the industry as a whole?

Can you briefly tell me what your main roles and responsibilities are?

What does 'health and safety' mean to you?

Who is responsible for 'health and safety'?

What are the main hazards associated with the job?

How did you learn about health and safety?

Informal training etc. from colleagues, other team leaders, a mentor?

Formal internal/external training

What did you find particularly helpful?

When you were promoted to this job (if previously an operative) did you get any training or support to help you manage the team?

Informal training and support from colleagues, other team leaders, a mentor?

Formal internal/external training

What did you find particularly helpful and why?

Who do you get your health and safety messages from?

If you need advice on a health and safety issue who do you go to and why?

Have you ever worked for or with a team leader/supervisor who you model yourself on (how you do your job, how you behave etc.)?

What types of knowledge did they have

What skills did they have

What was their attitude to their job like?

How did they behave?

[Facilitator information only: delegates may be fearful of repercussions if they present an honest picture of someone's competencies, particularly if they relate to those in charge. Presenting the delegate(s) with scenarios or situations and asking them to describe what they might do or what they might see others do in a 'hypothetical' situation is a safe way of exploring human behaviour without your delegates feeling threatened.]

*When listening to the delegates be mindful that we are looking to explore in depth the **Knowledge, Skills, Attitudes and Behaviours** that may be described by them]*

Facilitator says: "I am now going to give you some brief situations based on real events and I want you to imagine if you were in this situation what sorts of knowledge, skills, attitudes and behaviours you might expect the team leader/supervisor to have to deal with these in a good way. If you have any specific examples from your own experience that you are happy to share I would be interested in hearing about those as well."

Scenario 1

One of the crews has gone off sick with a stomach bug and on another crew the team leader/supervisor notices that one of the operatives persistently fails to use the gloves provided or wash his hands when appropriate. How would the team leader/supervisor deal with this situation in a good way?

Knowledge

Skills

Attitudes

Behaviours

Scenario 2

Due to recent floods collection crews have got behind with collections. The team leader/supervisor has to balance meeting their targets with keeping everyone healthy and safe. How would the team leader/supervisor deal with this situation in a good way?

Knowledge
Skills
Attitudes
Behaviours

Scenario 3

The team leader/supervisor has an important health and safety message to _____ across to your operatives and decides on the best way to do this. The team leader/supervisor gets feedback that the approach has had a real impact on the operatives and they have made changes to their working practices. How would the team leader/supervisor deal with this situation in a good way?

Or the team leader/supervisor has an important health and safety message to get across to their operatives and decides on the best way to do this. The team leader/supervisor gets feedback that the approach has had a real impact on the operatives and they have made changes to their working practices. How would the team leader/supervisor share this best practice with other parts of the business?

Knowledge
Skills
Attitudes
Behaviours

Scenario 4

The team leader/supervisor has no choice but to start formal disciplinary proceedings against an operative and the operative used to be their mentor when they first started work many years ago. How would the team leader/supervisor deal with this situation in a good way?

Knowledge
Skills
Attitudes
Behaviours

If there are three things you could change that would make the industry a safer place to work what would they be and why?

If there is nothing more you would like to add...thank you for taking part.

APPENDIX 7E: INTERVIEW SCHEDULE FOR TRAINING MANAGERS

Explanation

Over the last five years there have been some improvements in the health and safety performance of the waste and recycling industry but compared with other industries it is still very poor. A collection activity is one of the most hazardous activities associated with the industry, with approximately 80% of accidents occurring during the collection of household and trade waste.

In hazardous industries where they have had some success in improving their health and safety record, they have done a lot of work to provide additional training and support to develop the competencies of supervisors and team leaders. The Health and Safety Executive (HSE) has commissioned the Health and Safety Laboratory (HSL) to work in partnership with the waste and recycling industry to find out if this approach will work in your industry.

We are conducting this research in order to:

- identify what competencies supervisors and team leaders need to manage health and safety effectively. In other words, what knowledge (what you need to know to do your job), skills (what abilities you need to have) attitudes (how you feel about your work and how you approach it e.g. you want to do a good job, you do) and behaviours (how you do it and how other people see you, e.g. do others see you as a hard worker) does a supervisor or team leader who manages health and safety effectively possess?*
- identify whether the training given to supervisors and team leaders provides an adequate basis for these competencies or whether there are further training needs.*

*This interview will last no longer than an hour. There are no right or wrong answers. I just want to get your honest opinions. Anything you say will be treated in confidence and no comments will be attributable to any named individual in our final report to HSE. I would like to audio record the interview but this is purely to help support the notes I will be making. They will remain within HSL and neither HSE nor your employer will have access to it. If you are happy for the interview to be recorded you can still ask me to switch the recording off at any time. **[Facilitator to hand out information sheets and ask if they are okay to record. If so, switch on recorder and confirm on tape that you have handed out information sheet and agreement has been given for the recording].***

Do you have any questions?

1. Perhaps you can start by telling me about your career path has led you to the job you are now in?

Probe: Indicate how much involvement and experience they have had in the waste and recycling industry.

2. How aware are you of the hazards associated with domestic waste and recycling collection activities?

Probe: How did you learn about these?

What sort of information did you get?

What does competency development mean for you?

4. If your organisation has invested in competency development what are the main reasons/drivers for this?

5. What criteria do you use when deciding what training the team leaders/supervisors should receive?

6. What training methods are used in your organisation to either train or develop employees involved in domestic waste and recycling?

7. What kinds of competencies are mainly developed through the use of formal training?
Probe: Focus on what are used to develop Attitudes and Behaviours rather than Knowledge and Skills but explore those also.
8. Where do you get your training materials from?
- External providers?
 - Internally developed?
- What training do the team leaders/supervisors receive that the operators do not get?
9. How do team leaders/supervisors find out about training they can do that would help develop their competency to do their job?
- Do they identify their own training needs?
 - Does their line manager identify those training needs?
 -
10. What competencies are they trying to develop through this training?
11. What kinds of competencies are mainly developed through on-the-job training?
12. How do you ensure that the training your team leaders/supervisors receive is up to date with the current issues facing the waste recycling and collection industry?
13. How do you ensure that team leaders/supervisors have both the technical skills and the 'soft' skills to lead and engage their teams safely?
14. As a training manager what do you do to minimise any skills and competency gaps in your team leaders/supervisors involved in waste collection and recycling?
15. Given the hazardous nature of the industry and the suggestion by HSE and industry that more could be done to develop the health and safety competencies of team leaders/supervisors what more do you think could be done to improve these competencies within your organisation?
16. Do you have anything else you would like to add about the health and safety competencies of team leaders/supervisors in the waste industry?

Thank you for your time.

APPENDIX 8: THE PERSON SPECIFICATION DEVELOPMENT

Patterns of descriptors of good and poor attitudes and behaviours were identified from the transcripts of interviews and focus groups with managers, supervisors, team leaders and crew members. These were collated onto an Excel spread sheet using the headings found in Table 3 below.

Table 3: Capturing descriptors of attitudes and behaviours

<i>When I do this</i>	<i>I do this well by doing it like this</i>		<i>I do not do it well when I do this</i>	
	<i>Behaviours</i>	<i>Attitudes</i>	<i>Behaviours</i>	<i>Attitudes</i>
Communicate with my team				
Communicate with people above me				
Communicate with the public				
Respect my crew - eliciting				
Respect my crew - listening				
Respect my crew - reacting				
Understands crew dynamics				
Follow up actions				
Monitoring				
Explaining				
Checking understanding				
Health and safety messages				

A further refinement of the descriptors of good and poor behaviour removed any duplication and the final descriptors can be found in Tables 5 – 12 of Appendix 15. The descriptors were organised under the following headings:

- Communicate with my team
- Commitment to health and safety
- Understanding working relationships
- Leadership

The focus groups and interviews also identified a number of external factors/issues that were perceived to be challenges to good health and safety working practices. The enablers and barriers were organised under the headings found in Appendix 9.

8.1 THE PERSON SPECIFICATION

Table 5: Communicate with my team (positive)

<i>Communicate with my team (positive)</i>	
<i>Attitudes</i>	<i>Behaviours</i>
<i>When I do this well, I</i>	
<ul style="list-style-type: none"> • appreciate that appropriate phrasing is important such 'I'd like you to ..' is more respectful than, 'I want you to ...' • respect my crew as individuals and adults rather than treating them as a group or like children • consider the impact of my non-verbal communication and tone of voice • reflect on how people learn and use that knowledge to communicate messages to crew members in a way that is more accessible 	<ul style="list-style-type: none"> • talk to my crew every day • don't just explain to my crew what needs to be done but also why it needs to be done in that why and what the potential consequences are if it's not done in the specified way; make time to answer any questions that my crew have. • use phrases like, 'I've noticed ...' • listen to what my crew members have to say • help to explain why tasks should be done in a particular way by giving examples based on my own experience • take one of my crew members to one side to talk about poor health and safety behaviour, rather than telling them off in front of the rest of the crew • communicate health and safety messages in smaller groups rather than larger groups as people are more likely to listen to and feel involved in smaller groups • give constructive feedback • always ask my crew members if they have any questions after a presentation, and, if they don't say anything, check their understanding by asking them questions • check crew members have understood something I've talked to them about by asking them to explain what I've said, what it means to them and what they're going to do as a result • ask my crew members to demonstrate a task so I can check that they understand what to do • always ask if anybody has any questions or comments after I've told my crew something, especially younger or less experienced crew members. I'll also ask crew members individually if they have any questions, as I realise they may not want to admit they haven't understood something in front of the group

Table 6: Communicate with my team (negative)

<i>Communicate with my team (negative)</i>	
<i>Attitudes</i>	<i>Behaviours</i>
<i>When I do not do this well, I...</i>	
<ul style="list-style-type: none"> • don't appreciate the effect what I say has on my crew – if they make mistakes because they're anxious about what I've said, that's their fault not mine • don't have the time to listen to the health and safety concerns of my crew – they're of no interest to me • can't be bothered to check if my crew members have understood what I've told them 	<ul style="list-style-type: none"> • tell my crew what to do with little or no explanation • explain something just once and expect everybody to understand and be able to perform to the required standard straightaway • get impatient when somebody says that they do not understand something multiple times • hand out memos without checking that everyone can read and understand it • shout at staff when they don't do as they're told • treat my crew like children • will wag my finger at a crew member if they have done something wrong • will talk over another person when they are talking • tell my crew that I don't like the way they're working but I don't tell them why or what they should do instead • go ahead and tell my crew everything that I need to in one go, even if there's lots of information and it's complicated • do not check if my crew members have understood everything that they have read and signed for, even if I've seen them skim read a document quickly and know they can't have taken in all the information

Table 7: Commitment to health and safety (positive)

<i>Commitment to health and safety (positive)</i>	
<i>Attitudes</i>	<i>Behaviours</i>
<i>When I do this well, I...</i>	
<ul style="list-style-type: none"> ▪ take health and safety seriously ▪ want everybody to go home the way they come into work in the morning ▪ believe that the company takes health and safety seriously ▪ take responsibility for my own health and safety ▪ believe safe working practices are important and don't just pay lip service to them ▪ understand that health and safety messages are more likely to be remembered and complied with if they are repeated frequently ▪ believe one of my most important responsibilities is to go out and monitor my crew's safety 	<ul style="list-style-type: none"> ▪ listen and respond to these concerns seriously ▪ challenge poor health and safety practices in a polite and respectful manner ▪ deliver health and safety messages in a timely manner ▪ go and do on the spot risk assessments ▪ get to know crew members well enough to recognise when they are not performing well (e.g. due to personal reasons like bereavement) and if necessary temporarily stand them down if it affects their ability to work safely. ▪ assess what needs to be done and how to get it done but not at the expense of safety ▪ reinforce health and safety messages by sending my crew memos or giving them crib cards ▪ put health and safety into a real life context by giving scenarios that my crew members can relate to in order to make health and safety messages have more impact ▪ encourage my crew to question themselves and each other about whether how they work is healthy and safe ▪ take the time to talk to my crew to find out and understand why they are not following procedures such as why they're not wearing appropriate PPE or not washing their hands ▪ talk to my crew during site observations about how the round is going ▪ take the time to demonstrate to my crew how to do something properly rather than just telling them; for example, washing hands, inspecting vehicles, manual handling ▪ use discipline as a last resort rather than a first response: I ask crew members to explain why they aren't following procedures, then I explain why what has been done is poor health and safety practice and what they should be doing instead and give them a chance to improve ▪ take the time to explain the potential consequences when crew members make mistakes ▪ try to get my crew involved in health and safety by asking them how they would deal with particular situations or problems and seeking their opinion on potential solutions to issues • try to ensure my crew understand health and safety messages by simplifying complicated messages and making them relevant to them • Will withdraw a vehicle from the route when my crew says it has a fault or will authorise that certain collections are not made if my crew say it is too dangerous to do them

Table 8: Commitment to health and safety (negative)

<i>Commitment to health and safety (negative)</i>	
<i>Attitudes</i>	<i>Behaviours</i>
<i>When I do not do this well, I...</i>	
<ul style="list-style-type: none"> ▪ think health and safety practices are good enough as they meet the norms for waste and recycling – I don't care that this norm is poor compared to other sectors ▪ do my observations just to tick a box ▪ don't think the health and safety of my crew is important ▪ don't care if a member of my crew gets a stomach bug; that's their fault for not washing their hands more often or properly 	<ul style="list-style-type: none"> ▪ ignore poor health and safety behaviours ▪ ignore health and safety concerns ▪ don't challenge poor health and safety behaviours as I still see myself as one of the crew ▪ blame the whole team if somebody makes a mistake ▪ put pressure on my crew to get the job done on time rather than safely ▪ tell my crew that, if they behave in a way that they clearly know is not healthy or safe, that's up to them and if they have an accident it's their fault not mine

Table 9: Leadership (positive)

<i>Leadership (positive) part 1</i>	
<i>Attitudes</i>	<i>Behaviours</i>
<i>When I do this well, I...</i>	
<ul style="list-style-type: none"> • respect other people's point of view • recognise that my crew takes pride in their work • am respected because of my experience in the industry • am genuinely interested in and concerned for my crew • recognise that there is often good intentions behind unsafe actions • am aware that how I behave can affect the way my crew behaves • understand that sometimes it's more 	<ul style="list-style-type: none"> • demonstrate shared responsibility for the work by using phrases like 'our plan' rather than 'your plan' • will visit a member of my crew if they have been on long-term sick • support my crew members in difficult situations such as verbal abuse from members of the public and listen to their side of the story • help and advise my crew if they have problems • help my crews with paperwork if they're struggling • will pass disciplinary action onto a colleague if there is a potential conflict of interest. • ask my crew members for feedback on how they felt about how I communicated a message so that I can modify my style in future • am not afraid to let senior managers know when there is a problem and will let them know sooner rather than later • remain calm when resolving issues raised by members of the public

<p>effective for leaders to follow than to lead</p> <ul style="list-style-type: none"> • trust my crew to get on and do the job safely when I'm not around • have a strong work ethic • have high standards • appreciate my crew regularly works under difficult circumstances such as being abused by motorists and pedestrians, or working in inclement weather • appreciate that my crew members do not always deliberately set out to work in an unsafe manner • appreciate that everybody differs in the way they understand the world • view crew members as equals 	<ul style="list-style-type: none"> • understand that different people have different needs and respond to different approaches so I'll get more out of my crew if I change my approach depending on the situation • will try to respond to customer queries and concerns but know my limits and know when I should refer the query or concern to somebody else • will go that extra mile for my crew • motivate my crew to do their best • put things in the context of the bigger picture • don't ask my crew to do something that I wouldn't be prepared to do • am open to new ideas and trying new ways of working • allocate work fairly rather than giving the good people all the additional jobs. • praise my crew for a job well done and working safely • say, 'I don't know' when I don't know the answer to something and offer to find out from someone who does • am hands on and approachable rather than remote • acknowledge how hard my crew works • treat people fairly and with respect • make sure my crew knows that I have an 'open door' policy and they can come and talk to me at any time about any concerns or issues that they have • finds out why one of my crew is behaving the way they are • give advice that draws on my experience <p>confident in my own ability to do the job</p>
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Table 10: Leadership (negative)

<i>Attitudes</i>	<i>Behaviours</i>
<i>When I do not do this well, I</i>	
<ul style="list-style-type: none"> • don't care what problems my crew have outside of work – I can't do anything about them and I expect them to turn up to work and do a good job regardless of domestic issues • don't think the welfare of my crew is important • don't care if I don't understand the implications of everything I tell my crew to do • don't think building a team or having a shared sense of responsibility has any impact on health and safety • think my crew members should do as they're told – I don't need to lead by example • can't be bothered to respond to issues my crew has raised • don't respect the privacy of my crew • think my crew members do things on purpose just to make my life a misery • always know best 	<ul style="list-style-type: none"> • threaten staff so they do as I want • am more interested in making sure everything is done by the book and the paperwork is correct than my crews are working safely • will say one thing but do another • will blame others when things go wrong • gloat when somebody does something wrong • give my crew a stock answer to any of their questions – that's good enough • do things that my crew has asked me to do when it suits me, and, if I don't do them, it doesn't matter • I am quick tempered with my crew • I panic easily when things do not go to plan • I am over bearing with crew members

Table 11: Understanding working relationships (positive)

<i>Attitudes</i>	<i>Behaviours</i>
<i>When I do this well, I</i>	
<ul style="list-style-type: none"> • believe that my crew will be more effective if they get on and feel part of a team • recognise that crews work in different ways • recognise that peer pressure can influence the way crews behave 	<ul style="list-style-type: none"> • not easily put off if my crew is resistant to following safe practices because it slows down the work • get to know the personalities of my crew members as it helps me manage potential conflict and the influence of strong personalities on working practices

Table 12: Understanding working relationships (negative)

<i>Attitudes</i>	<i>Behaviours</i>
<i>When I do not do this well, I...</i>	
<ul style="list-style-type: none"> • don't care if some crews purposely work more slowly so that they are sent help 	<ul style="list-style-type: none"> • fail to consider the potential consequences when I put people who are used to working more slowly and carefully with a team that works quicker with lower standards, even though they are more likely to have an accident

APPENDIX 9: OVERCOMING CHALLENGES

9.1 MANAGING COMMUNICATIONS

The following are examples of when the supervisor was thought to be communicating effectively at all levels:

- Health and safety is always on the agenda of any meeting.
- Supervisors have informal meetings with operatives before they go out on the road to discuss any potential hazards they may face during their shift and encourage them to stay safe.
- Supervisors/team leaders have a say about the content of toolbox talks.
- Toolbox talks or safety briefings relate to what is happening at the time (e.g. accident/near miss, weather etc.).
- Toolbox talks should be diaried-in to make them happen.
- Supervisors/team leaders are allowed to present their own toolbox talks.
- Safety briefings are not seen as a waste of time.
- Supervisors/team leaders regularly remind the crew that hazards from other road users should not be seen as part of the job.
- Supervisors give operatives an opportunity have their say about any health and safety issues.
- Supervisors communicate health and safety messages in a way that everyone can understand.
- Supervisors check that crew members understand health and safety messages by asking them questions about what they have heard.
- Supervisors communicate face-to-face with operatives rather than being too reliant on team leaders.
- Graphic pictures or DVDs are used to get serious health and safety messages across.

9.2 GETTING THE CREW THE RIGHT PERSONAL PROTECTIVE EQUIPMENT (PPE)

When supervisors took their crew members and team leaders concerns about PPE seriously they:

- Ensured that information about PPE was kept in the cab.
- Reminded crew members to use their PPE appropriately.
- Provided uniforms, gloves, hand wipes, and hand gel and ensured they were replaced in a timely manner.
- Checked that the hand wipe tub had not dried out.
- Ensured that appropriate footwear for flooded areas was procured.
- Made sure there were facilities to dry wet boots overnight.
- Ensured procurement of waterproofs and gloves were based on best value rather than on price so all waterproofs are made from breathable material and gloves are suitable for the tasks they have to perform.
- Check for patterns of illness that might be related to poor hygiene

9.3 VEHICLE DESIGN

These are issues raised during the focus groups and interviews which the industry may wish to take up with vehicle manufacturers. These include.

- There are few beacons on recycling trucks and they are typically high up out of the line of sight of most car drivers so crew members need to take additional care.
- Double sided collection on A roads which are single sided can pose additional risks from other road users.
- One sided collection results in the vehicle having to return to the depot more often to offload.
- Trucks are not designed so they can be loaded from the kerb.
- The way modern trucks are designed means first step is level with the kerb so only go up one step.
- The flaps are not on the inside.
- Refuse vehicles spend more time in the garage because they have more working parts than “Green” trucks.
- Pulleys and sensors frequently fail which exposes operatives to musculo-skeletal problems.
- Recycling trucks do not have lights along the side which makes sorting hazardous in winter.

- Although intelligent/GPS based systems are designed to improve health and safety, they add to the distractions the driver is exposed to.
- The people using refuse vehicles are not consulted about the features they would like to see when new vehicles are ordered.
- The differences in traction and weight between vehicles that are 27 tonnes and articulated recycling vehicles which are lighter, are not taken into account (e.g. articulated vehicles have potential to slide in some weather conditions).

9.4 WORK DESIGN

It helped the crews work safely when:

- The supervisor had the authority to block a road to allow loading from both sides when required.
- Supervisors pull crews off routes when traffic conditions make it dangerous to proceed.
- Routes consider pedestrians, schools, speed limits, single sided/double sided collections, space restricts, eliminating reversing.
- Spare crews are used to help with backlogs and help over working.
- Supervisors made the crews that finished early go out and help other crews. This was seen as a useful means of overcoming the 'Task and Finish' mentality that sometimes encourages unsafe working practices.
- Supervisors go out and monitor what the crews are doing, and provide feedback on any good or bad practice.
- Supervisors show how certain tasks should be done when they see them being done incorrectly.
- Any issues observed are discussed at meetings.
- Accident trends are monitored.
- There were enough trucks to do the work.
- Management systems (E.g. 18001) were introduced because they helped supervisors/team leaders become more organised and systematic.
- Plasma screens are used in the canteen to display relevant health and safety/route messages to crews during their breaks.
- The supervisor was able to ensure that there were sufficient numbers of crew members for the number of collections with never less than three operatives on a vehicle.
- Crews were able to take their meal breaks.
- Rules presented during toolbox talks are practical and relate to the realities of the job.
- There is greater awareness of how the cumulative effects of dragging heavy wheelie bins, especially where the terrain is not level can lead to musculoskeletal disorders.
- They were not left unsupervised for too long a period especially if they cover a large geographical area.

- The public are made aware of the risks to crew members' health and safety if they do not present their waste at bin presentation points correctly or are allowed to present it away from the kerbside (e.g. down basement steps or alleys).
- The supervisor has more opportunity to get away from their paperwork to observe the crew during their collections and offer them advice on best practice e.g. correct manual handling.
- The crew get picked up from the depot so they can get more regular safety briefings rather than being picked up on route.
- They do have to rely just on their team leaders to hear about health and safety messages.

9.5 EQUIPMENT MAINTENANCE

Actions suggested to improve the maintenance of equipment included:

- Lorries should be properly maintained and any problems with the vehicles that arise in between maintenance intervals corrected properly to avoid repeated returns to the depot.
- Some minor maintenance issues could be fixed more quickly, and because they slow down the work (e.g. a rubber strip that takes away rubbish needed replacing because it did not take away the rubbish properly; it slowed down the work which also frustrated other road users).
- More could be done to check for wear and tear of the bins which often results in loaders having to "man-handle" them into position, thus increasing the risk from musculoskeletal disorders in the future.

9.6 ORGANISATIONAL SUPPORT

Organisational support was achieved through the following:

- Being able to hand over householder complaints to a small complaints team which freed up more time for the supervisor to go out on observations.
- Encouraging crews to phone the police to report near misses by other road users and pursuing convictions against public road users who mount kerbs and hit loaders.
- Encouraging crews to report minor injuries.
- Providing supervisors and team leaders with the skills they need to do the job.
- Providing supervisors and team leaders with a chance to consolidate any training they received.
- Recognising and rewarding the good work people do.
 - Changing the perception that the supervisor is there to "spy" on the crews.
 - Ensuring crews have sufficient drinks to take with them on their rounds.

9.7 ORGANISATIONAL CULTURE

One of the participating organisations had embarked on developing their own behavioural safety culture and others also recognised the importance of instilling a culture that encouraged

good health and safety behaviours. Examples provided through the focus groups and interviews of how organisations could develop their own behavioural safety culture included:

- Organisations actively seek ways to integrate different organisational cultures when contracts change.
- People look out for each other and work as a team e.g. watching traffic and letting others know when it is safe to walk around the back of the vehicle.
- Crews finishing early help other crews so everyone can get away at a reasonable time and are less rushed.
- Everyone receives training that is appropriate for their role.
- Toolbox talks should involve crew members in discussion to check their understanding and gain their commitment.
- Supervisors should not be afraid to challenge individuals when they see poor health and safety practices.

9.8 COMMUNICATING WITH THE PUBLIC, OTHER ROAD USERS AND PEDESTRIANS

The actions of the public, other road users and pedestrians create additional challenges which supervisors have to consider when managing their teams. Some examples of how these challenges could be met included: Messages apologising for delays caused by collections e.g. 'Please be patient' might reduce other road users' agitation.

- Advertisements on TV or local papers explaining what is happening with collections.
- Training collection crews to deal with confrontation.
- Making the public aware that they would be prosecuted should they knock down an operator at the kerbside.
- Increasing public awareness of the health and safety issues associated with the job of waste collection, e.g. syringes in bags, broken glass etc.
- Giving public access to videos of loaders getting knocked over by the public.
- Raising awareness of the Highway Code in relation to the safety of loaders.
- Raising awareness amongst moped drivers that slipping through gaps between collection vehicles and parked cars puts loaders at risk.

9.9 RISK ASSESSMENT

The following best practices were suggested to help the latter:

- Supervisors should conduct route risk assessments to train staff on what to look for.
- Ensure crews use the right vehicle depending on where they are travelling to.
- Develop an Approved Code of Practice (ACOP) into a safe working method using pictures and plain English to help crews understand it better.
- In large geographical areas the supervisor should consider delegating risk assessments to team leaders to ensure all risks are assessed.

- Consider whether some members of the public need to be risk assessed because of the abuse crews face.
- Do not overlook bin presentation points in risk assessments.
- Get daily feedback from crews about any problems they faced on route.

APPENDIX 10: DEVELOPING A FLEXIBLE STYLE OF LEADERSHIP

The development of the “person specification” helped identify that the examples of the types of behaviours and attitudes that demonstrate when supervisors do their job well shifted between two different leadership styles; transactional leadership and transformational leadership. A recent study (Clarke, 2013)¹⁰ has developed and tested a model of safety leadership that has shown that both transformational and active transactional leadership styles are important aspects of effective safety leadership.

10.1 TRANSACTIONAL LEADERSHIP STYLE (SAFETY COMPLIANCE)

According to the theory, someone demonstrating a transactional leadership style sets clear performance expectations, actively monitors employees, recognises and reward positive safety behaviours and work practices, and proactively intervenes when they see problems. Often their monitoring may be seen as an opportunity to fault find. Theory suggests that transactional leaders have a visible presence; however, according to the analysis in this study, supervisors are less visible to crew members who are likely to have less contact with them compared with team leaders. Clarke (2013) suggests that transactional leaders also tend to promote safety rules and regulations with their workers and thus safety compliance.

The analysis suggests this style is particularly effective when supervisors have to tackle the types of challenges which require them to make immediate decisions if there is an unexpected crisis e.g. adverse weather conditions hampering collections, low manning levels, vehicle breakdowns etc.

10.2 TRANSFORMATIONAL LEADERSHIP STYLE (SAFETY PARTICIPATION)

Someone demonstrating a transformational leadership style leads by example and is a role model for positive health and safety behaviours; they show concern for employee welfare, challenge employees when they have to, and, are an inspirational and motivating leader. In translating the theory into practice, the findings suggest that a supervisor demonstrating this style of leadership may show a crew member how to correctly manually handle a bin, will always wear the appropriate PPE during observations. Observations under this style are likely to be more of a discussion between the supervisor and the crew members. Transformational leadership styles tend to generate trust between managers and workers which in turn encourages workers to take better responsibility for their own and others health and safety. Transformational leadership is closely linked to safety participation.

¹⁰ Clarke, S (2013) Safety leadership: A meta-analytic review of transformational and transactional leadership styles as antecedents of safety behaviours. *Journal of Occupational and Organisational Psychology* Vol. 3, No. 86, pp.22-49)

APPENDIX 11: STAKEHOLDER FEEDBACK (WORKSHOP)

Stakeholder Engagement

3 representatives from local authorities including LAWS
9 representatives from private waste and recycling companies
1 representative from EUSkills
2 representatives from HSE

11.1 WORKSHOP PURPOSE

A workshop was held to discuss the interim research findings with participating organisations and key industry stakeholders in order to get their views and opinions on the face validity of the findings and how they should/could be communicated and taken forward across the industry.

11.2 WORKSHOP FORMAT

Format

- **HSL presented interim research findings to the stakeholders**
- **Workshop 1 – Competencies (stakeholders separated into two group)**
- **Feedback from both groups and general stakeholder discussion**
- **Workshop 2 – Training (stakeholders separated into two groups)**
- **Feedback from both groups and general stakeholder discussion**
- **Workshop 3 – Operational context (stakeholders separated into two groups)**
- **Feedback from both groups and general stakeholder discussion**
- **Stakeholder discussion and agree actions for the industry to take forward.**

Once the interim research findings were presented (see Appendix 20) to the stakeholders they were divided into two groups, containing a mix of private and public sector representatives, to explore and discuss different aspects of the research. A researcher facilitated each of the groups. The stakeholders were given draft copies of the ‘person specification’ and the ‘Operational Context’ analysis.

11.3 STAKEHOLDERS’ RESPONSE TO THE FINDINGS

The consensus from the stakeholders was that the interim findings were an accurate representation of what was happening in the industry.

The link between the interim findings and the different leadership styles generated a great deal of discussion about how to use this knowledge effectively.

11.4 STAKEHOLDERS' VIEWS ON OMISSIONS

There were a number of aspects that were not picked up in the interim findings which the stakeholders suggested would be useful to consider. These included:

- Supervisors need to be able to adapt to the different personalities amongst the workforce.
- There are often language barriers that need to be addressed. How do you communicate health and safety messages to workers with English as a second language?
- Different levels of educational attainment. There are some very capable people in the industry working as team leaders or crew but who may not be comfortable with the level of paperwork some supervisors might require.

11.5 SUMMARY OF STAKEHOLDERS' DISCUSSIONS

The stakeholders were organised into two groups and given an opportunity to discuss competencies, training and the organisational context within which the waste collection/recycling activities operate. The groups were then brought together for a wider discussion and their thoughts captured on flip chart which are noted below.

Thoughts on training:

- Training at every level of organisation – top to bottom
- Already too much training!?
- Has to be relevant, meaningful – use right language
- Use case studies – accident outcomes – graphic images
- Changing culture is a long process – top to bottom approach attain
- Integrate different training?
- Ownership issues – every level
- Change behaviours
- NVQ NOT training – assessment only
- Development needed not always training. A mixture?
- Train for the role, not person
- CPD

Thoughts on qualifications and developing competency

- IOSH etc. internal
- What money is available and where?
- Qualifications – don't evolve
- Need to demonstrate using qualification
- Appraisal system/annual review – targets – no behavioural standards – are managers visible
- Age/Pay/overtime
- Technical qualifications fit for purpose
- Should there be a behavioural element to competency development?
- Supervisors – Tool box talks – how given – engagement – know your audience – signature
- Who decides on topics for tool box talks – why are decisions made above the supervisor?
- Communication – identify different types people
- Behavioural safety
- Syllabus – realistic time – delivery – core standard
- Limited pool in house
- Much is experienced based – no time to build up soft skills
- Pushing too fast?
- Time doesn't always equate to experience – narrow focus
- Lack of aspiration
- Literacy – etc. limits ability to obtain qualifications
- Difficult to change behaviours with some – easier to change attitudes
- Who managers supervisors? - feedback loop – support – piggy in the middle
- Getting buy in for coaching rather than policing

Operational context

- Task and finish – impact
- Undercutting – cost H & S

- Leadership – dark ages!!
- How can the information be used?
- Feedback into leadership programmes
- Easier for private companies
- LA need to work together
- Training?
- Behavioural safety training
- Judge suitability of supervisor before promotion
- Soft skills course recognised by the industry
- But not all respond to classroom training
- Mentoring
- CPD for supervisors
- Industry needs to set the level of competence
- Magic wand – enough time on the job to supervise and effectively mentor

11.6 WORKSHOP CONCLUSIONS

The attendees agreed that a body such as the WISH Forum competency working group would be best placed to take forward the findings of the research. The WISH competency working group has subsequently agreed to review the research findings with a view to informing its future work plan (see Section 10 Discussion and next steps).

APPENDIX 12: STAKEHOLDER WORKSHOP PRESENTATION

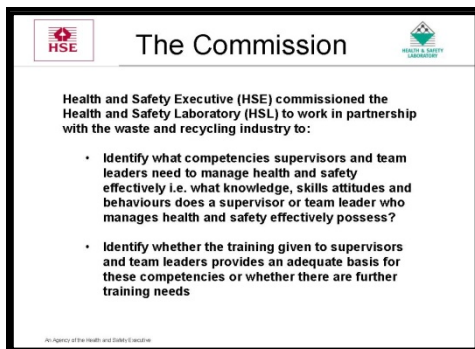
Below are the slides presented to industry stakeholders at the ‘Reality Check’ workshop. Slides should be viewed left to right.



Introduction

Janet Viney
 HM Inspector of Health and Safety
 Waste and Recycling Sector
 Health and Safety Executive

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The Commission

Health and Safety Executive (HSE) commissioned the Health and Safety Laboratory (HSL) to work in partnership with the waste and recycling industry to:

- Identify what competencies supervisors and team leaders need to manage health and safety effectively i.e. what knowledge, skills attitudes and behaviours does a supervisor or team leader who manages health and safety effectively possess?
- Identify whether the training given to supervisors and team leaders provides an adequate basis for these competencies or whether there are further training needs

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Today's programme

11.00 -	Welcome/Domestics and Introduction
11.05 -	HSL's findings
11.35 -	Competencies workshop
12.05 -	Feedback/Group discussion
12.30 -	Lunch
13.00 -	Training workshop
13.30 -	Feedback/Group discussion
13.50 -	Operational context workshop
14.20 -	Feedback/Group discussion
14.40 -	Comfort break
14.50 -	Next steps (industry led discussion)
15.25 -	Closing remarks
15.30 -	Close

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Supervisor and team leader competence in waste collection activities

Phoebe Smith, CPsychol, CSci, AFBPsS
 Jennifer Webster MSc, CPsychol



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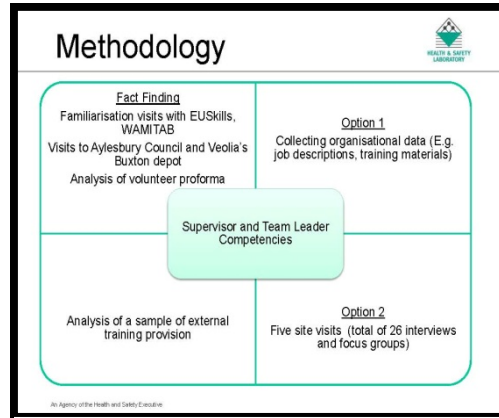
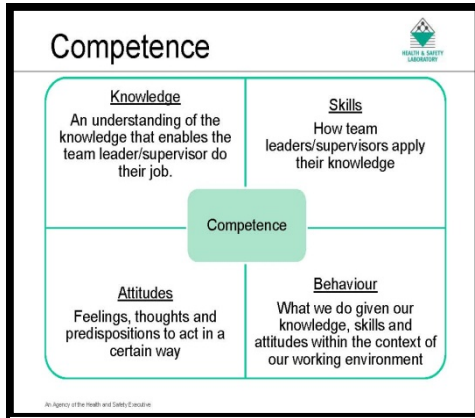
Our Volunteers

- Biffa
- Cory Environmental
- East Riding of Yorkshire Council
- Harrogate Borough Council
- Huntingdonshire District Council
- Midlothian
- New Forest District Council
- Newport City Council
- North Kesteven District Council
- North Lanarkshire Council
- Northumberland County Council
- Solutions SK Ltd
- Swindon Commercial Services Ltd
- Wakefield Council
- West Lindsey District Council
- Veolia Environmental Services (UK) Plc

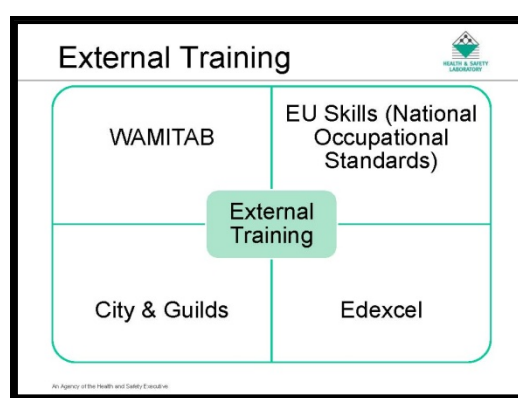
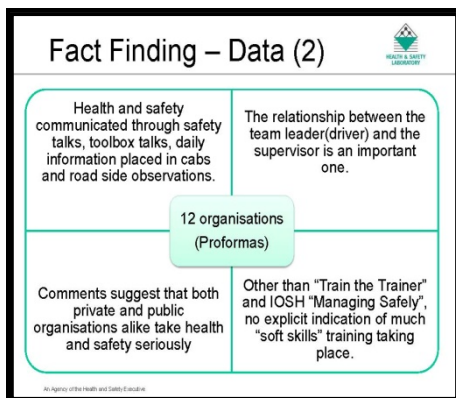
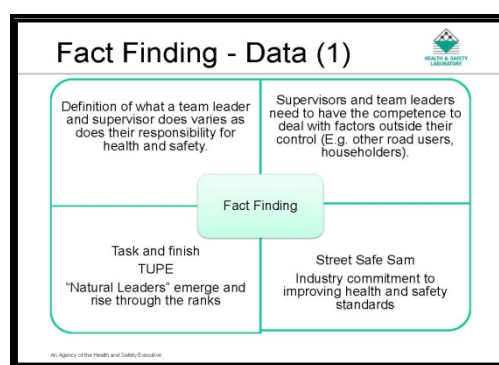
Site Visits

- Exeter City Council
- Hills Waste Solutions Ltd
- May Gurney Public Sector Services
- SITA UK
- Stirling Council

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- ## Definitions
- We recognised early on that the industry uses a variety of job titles.
 - Supervisors have responsibility for health and safety. Will spend varying percentage of time observing crews.
 - Team Leaders have responsibility for health and safety of crews on the road. Mainly drivers who report health and safety issues to the supervisor.
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- ## National Standards (NOS)
- Example of behavioural standards required to manage operations for the collection and transport of waste:
- "You work in a manner which:*
- Encourages others to develop themselves
 - Shows integrity, fairness and consistency in decision making
 - Uses different leadership styles depending on the individual"
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- ## QCFs (NVQs)
- We looked at a sample of the principle external qualifications available to supervisors and team leaders (drivers).
 - The qualifications we looked at had a mandatory health and safety unit.
 - Team leaders "maintain" health and safety and supervisors "supervise" health and safety.
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E.g. C & G Level 3 Diploma

Supervise health and safety in the environment for waste management

Recommends 58 hours are allocated for this unit although acknowledges patterns of delivery are likely to vary.

Waste Supervisors Unit 314

Five learning outcomes centred primarily on developing the knowledge and skills to do the job

Learning outcome No. 5: The learner must be able demonstrate the ability to work in a manner which underpins performance

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Attitudes and Behaviours emerge...

Outcome 5: be able to work in a manner which underpins performance

The learner can:

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

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Time

Qualification	Minimum Guided Learning Hours	Maximum Guided Learning Hours
WAMITAB Level 3 Diploma for Waste Supervisor (QCF)	301	509
City & Guilds Level 3 Diploma for Waste Supervisor (QCF)	311	572
Edexcel Level 3 Diploma for Waste Supervisor (QCF)	311	324

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Our observations

- Learners may choose the quickest and easiest optional units to complete.
- Checks in place to ensure assessors and verifiers technically competent, but process may still be subject to bias.
- Anecdotal information that in some cases learners achieve a QCFs based on one day in a classroom setting and then a couple of hours observation.

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Option 1 – Organisational Data (1)

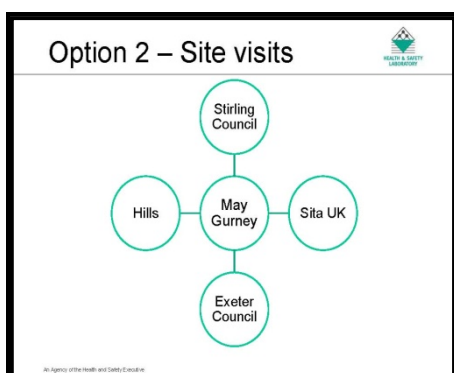
- Documents from both public and private organisations show health and safety is taken seriously.
- Supervisors have responsibility for between 3 – 33 teams.
- Supervisors have main responsibility for H & S
- TLs (drivers) receive training that develops their *technical* knowledge and skills.

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Option 1 – Organisational Data (2)

- Driver TLs carry out some checks but feed information up the line to supervisors
- A lot of topics appeared to be covered by induction checklists.
- Job descriptions tended to cover technical/job specific knowledge and skills (also abilities)
- Non technical competencies asked for e.g. confidence, proactivity, assertiveness

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Non technical competencies required to...

Communicate with my team	Understands crew dynamics
Communicate with the people above me	Role modelling
Communicate with the public	Follow up action
Respect my crew (eliciting)	Monitoring
Respect my crew – listening	Explaining
Respect my crew – reacting	Checking understanding

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E.g. Act as a role model



<p>Attitudes</p> <ul style="list-style-type: none"> • Believes in safe working practices • Calm and collected • Trusts people to get on and do the job • Positive • Strong work ethic • Organised 	<p>Behaviours</p> <ul style="list-style-type: none"> • Allocates work fairly • Passes disciplinary action onto a colleague where there might be a conflict of interest • Takes stock of what they have to do whilst keeping safety firmly in mind
--	---

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Leadership styles



<p>Transformational</p> <p>Role model, inspiring, motivating employees to work safely, showing concern for employee welfare, challenge employees, mentor, clearly articulates a vision others can follow</p>	<p>Transactional</p> <p>Command and control, clarifies performance expectations, monitors and rewards performance, intervenes and takes corrective action</p>
---	--

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Leading People



“Transformational leadership behaviours were most effective in encouraging safety participation, whereas active transactional leadership behaviours were most effective in promoting safety compliance. These findings should be taken into account in the design of leadership training and development programmes.”

(Clarke, S (2013) Safety leadership: A meta-analytic review of transformational and transactional leadership styles as antecedents of safety behaviours. *Journal of Occupational and Organisational Psychology* Vol. 3, No. 86, pp 22-49)

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Operational Context



- Communications
- PPE
- Vehicle Design
- Work Design
- Maintenance
- Organisational support
- Culture
- Communicating with the public
- Public – other road users pedestrians
- Householders

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Operational Context



- Environment – risk assessment
- Route planning
- Logistics
- Tool box talks
- Training
- Time pressures
- Workloads
- Monitoring
- Other

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Overall impressions (1)



- Health and safety is being taken seriously at all levels.
- A lot of qualifications and training available. Good work being done and ground swell to consider competence but important it stays focused on what is important.

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Overall impressions (2)



- Emphasis needs to shift to non technical competence for both supervisors and team leaders (drivers).
- Trainers', QCF assessors'/verifiers' experience and attitudes to health and safety are critical.
- Supervisors may not have daily contact with the operatives so team leaders' role is critical.
- Supervisors rely on memos in the cab to pass information on
- Leadership for TLs is overlooked

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Overall impressions (3)



- Behaviour of other road users/householders had a major influence on working practices.
- Resources
 - The road
 - Vehicle design
 - PPE

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Introduction to workshops

These workshops are your opportunity to consider our findings and decide how the industry is going to use this information.

- Discuss in your groups (20-30mins)
- Respect others may have different opinions
- Record on flip chart your discussions
- Nominate a feedback person
- We will then open it up for group discussion.

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Competence Workshop

Consider the non technical competences we have identified:

- What are your overall impression of our findings?
- Is there anything we have missed?
- How do you think you could use this information in reality?

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Qualifications & Training

Consider the issues with qualifications, training and assessment we have identified:

- What are your overall impression of our findings?
- Is there anything we have missed?
- How do you think you could use this information in reality?

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Operational context

Consider the influence of the operational context on how supervisors/team leaders carry out their roles.

- What are your overall impressions of our findings?
- Is there anything we have missed?
- How can the industry work towards overcoming these issues?

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Next Steps

- How could HSL present this information in a way that is meaningful to the industry?
- How does the industry intend to take this forward?

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Thank you

We have really enjoyed the work and are appreciative of all the help and support given to us by all our volunteers. Special thanks to Claire Odd and her colleagues at Biffa for hosting today.

For further information or to discuss please contact:
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 01298 218369

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Supervisor and team leader competencies in roadside waste and recycling collection

It is widely recognised that team leaders and supervisors have an important role in persuading their crews of the importance of health and safety procedures and safety performance standards. To enable them to fulfil this role they need to have the necessary leadership, interpersonal and communication skills. However, there is a lack of knowledge about the training and competence requirements for these roles and whether any training-related improvements are required.

The aim of the project was to identify the competencies (knowledge, skills, attitudes and behaviours) required for road side waste and recycling collection supervisors and team leaders to manage the health and safety of their crews as well as to ascertain whether current training provided an adequate basis for these competencies to be developed and maintained or whether there were further training needs.

This report and the work it describes were funded by the Health and Safety Executive (HSE). Its contents, including any opinions and/or conclusions expressed, are those of the authors alone and do not necessarily reflect HSE policy.