As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the apprenticeship funding rules. These requirements supersede the current wording in this apprenticeship standard and EPA plan.

Assessment Plan for Level 2 Metal Recycling General Operative

Contents

A. Introduction 2

B. On-programme training 3

C. Assessment gateway 3

D. End-point assessment 3

a. What will be assessed? 3

b. How will it be assessed? 3

i. Multiple-Choice test 3

ii. Professional discussion 4

iii. Observation/Simulation 4

c. End-point – grading 5

d. End-point assessment – final judgement 5

E. Quality assurance 5

a. Internal QA 5

b. Independent Assessment Organisations 5

c. External QA 7

d. Affordability 7

e. Manageability/Feasibility of the Occupational Standard and Assessment Plan ... 7

F. List of Appendices 8

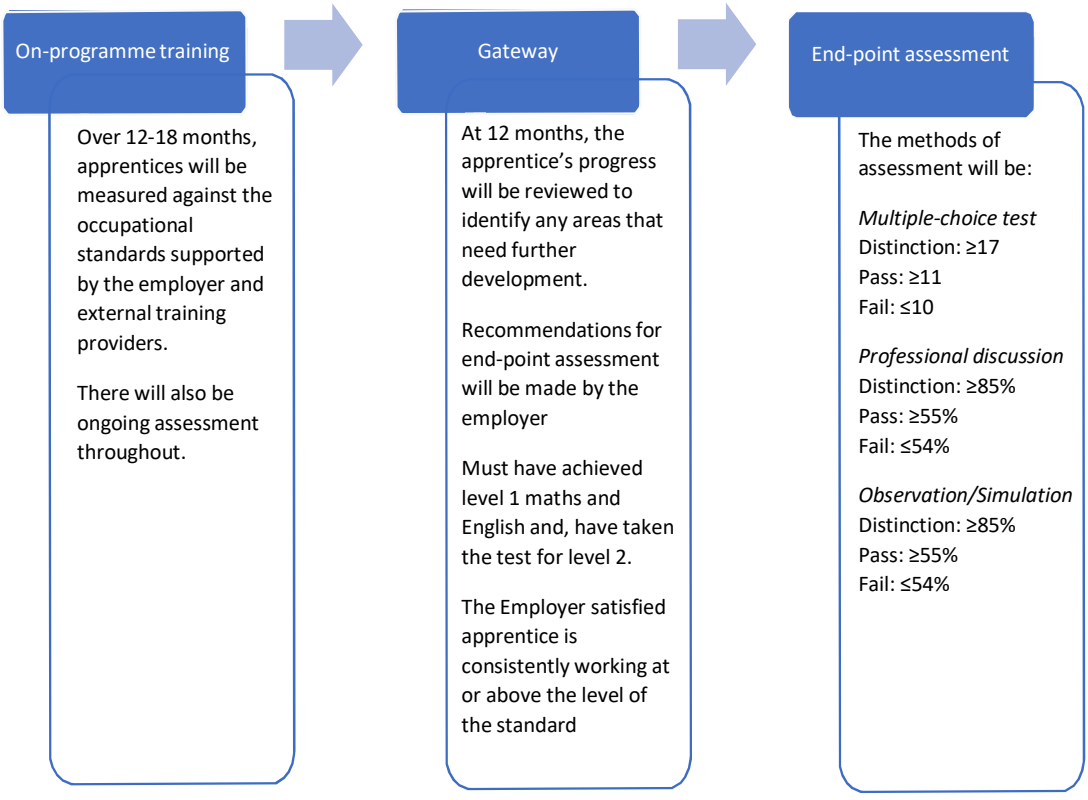
A. Introduction

This assessment plan details the requirements and processes for on-programme delivery, gateway and independent end-point assessment of the Level 2 Metal Recycling General Operative (MRGO) Apprenticeship Occupational Standard. It has been developed to support employers, apprentices, training providers and assessment organisations with the delivery and assessment requirements of the MRGO apprenticeship.

This assessment plan has been developed by a working group from within the metal recycling sector for apprentices engaged in recycling a variety of materials, including ferrous and non-ferrous metals, end-of-life vehicles and waste electrical and electronic equipment. The apprenticeship not only aims to address the skills shortage being experienced by employers when recruiting but also sets out to create a national occupational standard.

This will give some recognition to those working in this often-under-estimated industry, which in fact is extremely innovative and highly regulated. It employs some 15,000 people and is worth an estimated £7 billion to the UK's economy.

The assessment method has been designed to be appropriate, robust and challenging while ensuring consistency is maintained at each of the following levels.



B. On-programme training

The period of on-programme training is managed by the employer, usually in partnership with a training provider, and the apprentice.

C. Gateway

Once an apprentice has completed the on-programme training, the employer should arrange a formal gateway meeting with the apprentice to discuss their progress to date and confirm if the apprentice has met the full apprenticeship occupational standards during their on-programme training. The meeting can be attended by relevant people that have worked with the apprentice on-programme, such as the line manager/employer mentor, on-programme trainer/training provider and/or a senior manager (as appropriate to the business). If the employer is satisfied that the apprentice can meet the occupational standard's requirements, then the apprentice should be put forward to complete their end-point assessments with an End-Point Assessment Organisation (EPAO).

During the gateway meeting, the apprentice must also demonstrate their achievement of level 1 maths and English qualifications and have taken the test for level 2.

D. End-point assessment

The end-point assessment takes place at the end of the apprentice's on-programme training and following a successful gateway meeting. The EPAO, selected from the Education and Skills Funding Agency's Register of End-Point Assessment organisations (RoEPAO) will be responsible for all aspects of the end-point assessment.

What will be assessed?
The knowledge, skills and behaviours required of a MRGO apprentice as set out in the occupational standard will be assessed during the end-point assessment. Further details of each of the end-point assessment components that will be assessed are in appendix 1.

How will it be assessed?
The duration of the end-point assessment process should take no longer than six months. The end-point assessment components are:

Multiple-choice test
The knowledge requirements within the occupational standard will be assessed using a series of multiple-choice questions. It is expected that the multiple-choice test will be delivered on the employer's premises. However, it may also be delivered online. The choices will be set at level 2 to be appropriate to assess learners against the occupational standard's requirements.

Due to the number of visual indicators and aids within the industry, the assessment, where practicable, will be picture-led as this is reflective of the working environment

The multiple-choice test may be delivered online or be paper-based. The EPAO must develop test banks of sufficient size to prevent predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose.

Failure of Core Knowledge 6 – testing industry specific health and safety procedures – results in an immediate fail. A full explanation of the assessment methods and scoring criteria can be found in appendix 2.

The test contains four core sections plus one optional section, each comprising 20 questions worth ½ point each . The maximum total score for each section is 10 points, the maximum total score for the test is 50 points (100 questions). The apprentice will have to select one correct answer from five possible answers. They will be given a maximum of 90 minutes to complete the questions.

The EPAO and the employer will liaise to ensure facilities are available to allow apprentices to sit the multiple-choice element in a controlled environment with external invigilation to ensure consistency and quality.

The multiple-choice test will be delivered as the first stage of end-point assessment.

Professional discussion

The professional discussion is a structured discussion between the independent end-point assessor and the apprentice. The employer will not be present. The professional discussion will cover the criteria as outlined in the occupational standard as well as any knowledge criteria that has not been met in the knowledge test. The discussion will take the format of a question and answer session with the apprentice required to refer to specified learning outcomes. The EPAO will develop a list of questions based on the learning outcomes listed in appendix 1. Note: At no point can the assessor lead the discussion.

The discussion should be recorded for quality assurance purposes. It will typically last 40 minutes (+/- 10% tolerance) for each of the three visits. The discussion must take place in a safe and controlled environment, which should be applicable to the topics being covered. At no point can the apprentice be engaged in discussion whilst doing their day-to-day duties.

Note: Areas to be covered by professional discussion can be found in appendix 1.

Observation or simulation

The EPAO will set out the skills observation/simulation checklists and will arrange a maximum of three visits throughout the assessment period until such a time that all checkpoints have been assessed. These will follow professional discussions.

The EPAO may ask a number of open questions to help determine the apprentice's grade classification. However, they must not lead the apprentice to an answer and must focus on application of skill over knowledge.

The observation/simulation should typically last 40 minutes (+/- 10% tolerance) for each of the three visits. It must take place in a safe and controlled environment, which should be applicable to the task or skill being observed. The apprentice must be observed doing a specific task and may be brought into a discussion to further demonstrate understanding of applicable processes.

The simulation will be delivered using a filmed walk-through of any given learning outcome requirement; in particular it will be for employers where not all materials or situations linked to learning outcomes are available. This will be agreed between the employer and the EPAO. Note: Areas to be covered by professional discussion can be found in appendix 1.

Retakes/Resits

Apprentices who fail one or more EPA method will be offered the opportunity to take a re-sit/retake. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. A re-sit does not require further learning, whereas a re-take does.

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

An individual EPA method re-sit/re-take must be taken during the maximum EPA period i.e. 3 months/within 1 month of the original test, otherwise the entire EPA must be retaken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

EPAOs must ensure that apprentices complete a different knowledge test when taking a re-sit/re-take.

For the multiple-choice test, apprentices will need to retake the full set of questions again and different questions must be used.

If an apprentice fails the professional discusssion, they can retake/resit it.

A maximum of two re-sits per assessment method is permitted.

End-point – grading

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. Each assessment method will be graded fail, pass, or distinction. In order to attain a pass or higher grade, the apprentice must achieve a minimum of a pass in each element of appendix 1. A pass represents full competence against the occupational standard. A grade of distinction means an apprentice is demonstrating competence above the occupational standard.

The multiple-choice questions, professional discussion and observations/simulations are reviewed against the occupational standard to ensure that the apprentice has achieved at least a pass against the knowledge, skills and behaviours (KSBs) detailed in the occupational standard. The final judgement will confirm whether a pass or distinction has been achieved or whether the apprentice failed.

Each learning outcome is weighed using a scoring matrix to reflect the importance of that specific KSB. The highest points available will reflect a distinction. See appendix

A pass will be awarded where all pass elements are met, and the overall score is 113 points (55% or more) from 205 available points. This overall score comprises the total points awarded against all the core KSBs and the chosen option KSBs.

A distinction will be awarded where all pass elements are met, and the overall score is 174 points (85% or more) from 205 available points. This overall score comprises the total points awarded against all the core KSBs and the chosen option KSBs.

End-point assessment – final judgement
There will normally only be one independent assessor involved. They will make the final decision, which should be based on the results from the three assessment methods. See Appendix 2: Scoring Matrix

E. Quality Assurance

Internal QA
Assessment organisations will moderate independent assessor decisions through observations and examination of documentation on a risk sampling basis.

- For experienced assessors this will be a minimum of 2 people or 20% of the assessor's case load (whichever is higher)
- For new assessors, this will be 100% for the first 12 months
- Where inconsistencies have been identified or where the independent assessor has been recruited from the employer due to site requirements, assessment will be 100% of the case load.

Results cannot be confirmed until moderation has been completed.

End-Point Assessment Organisations
All EPAOs must be on the Education Skills Funding Agency's Register of End-Point Assessment Organisations. EPAOs must ensure their assessors can demonstrate:

- NEBOSH general certificate or above (or equivalent)
- Wamitab Initial Operator Competence (or equivalent)
- Minimum Level 3 Assessor Qualification
- Level 3 Award in Education (or equivalent)
- Experience and understanding of regulations in this sector (such as SMDA)
- Knowledge, ideally, of plant/material handling

Assessment organisations must:

- Provide end-point assessment guidance, where required and appropriate, to apprentices, employers and training providers in relation to the requirements of the knowledge assessment, observation and professional discussion and marking of the end-point assessment elements.
- Develop and maintain a single set of assessment tools that are used by all to carry out assessments.
- Ensure independent assessors make consistent and reliable assessment and grade judgements through moderation.
- Develop knowledge assessments to meet the needs of the specialised role. Assessment organisations must consult with representative industry experts when developing the knowledge test. Assessment organisations must ensure that there is consistency and comparability in terms of the breadth and depth of the knowledge test, to ensure assessments are reliable, robust and valid and ensure competency are consistent across the industry.
- Develop compensatory assessment for learners with special requirements to allow reasonable adjustments to be made to assess the knowledge, skills and competence of the apprentice through alternative assessment techniques. Whilst these will remove barriers to participation, they must be designed to ensure judgements are not compromised to health and safety and legal requirements.
- Appoint and approve independent assessors for the purposes of conducting the observation and professional discussion and grading, based on a check of knowledge, experience and independence.
- Appoint and approve independent assessors to mark the knowledge assessment and provide the marking guidance, based on a check of knowledge, experience and independence.
- Provide training for independent assessors in terms of the requirements of the operation and marking of the assessment tools and grading.
- Provide training for independent assessors in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge and behaviours within a workplace setting.
- Provide documentation and guidance in relation to the end-point assessment, i.e. making reasonable adjustment, eligibility to enter end-point assessment and conflict of interest.
- Hold quarterly standardisation events for assessors to ensure consistent application of the guidance.
- Ensure assessment organisation moderators are trained in assessment and assurance processes and undertake regular continuing professional development.
- Develop and manage a complaints and appeals procedure.
- Report to the employer/training provider on any issues that arise in relation to the apprenticeship assessment process.

External QA

The proposed responsibility for external quality assurance of the end-point assessments will rest with the Institute for Apprenticeships and Technical Education.

Affordability

Given the different types of employer, care has been taken to ensure that the assessment methods offer value for money. For example, using a simulation element for assessment or online multiple-choice questions, could reduce the costs involved.

Manageability/feasibility of the occupational standard and assessment plan

While we envisage a three-year review cycle we also acknowledge that we need to be prepared to monitor and evaluate early adopters' reactions and performance to ensure manageability/feasibility and would expect a review within two years of launch. It is anticipated that the first year will see 75 apprentices pass through the scheme in year one and 150 in year two.

F. List of Appendices

- Appendix 1: Metal Recycling General Operative (MRGO) Assessment Criteria
- Appendix 2: Assessment method and scoring criteria
- Appendix 3: Scoring Matrix

Appendix 1: Metal Recycling General Operative (MRGO) Assessment Criteria

Core Activities

Assessment Method	Learning Outcomes	Distinction Score of: ≥85%	Pass Score of: ≥55%	Fail Score of: ≥54%
The MRGO:				
Multiple Choice Test (MC): 4 elements, 20 questions in each element (half mark for each) : TOTAL OF 40 POINTS AVAILABLE (80 questions)				
10 points **D: >17** **P: ≥11** **F: ≤10**	**CK2**: Environmental policy and procedures applicable to site such as: Fire Prevention Plan, Environmental Action Plan, Monitoring, etc.	• Can answer 17 or more of all questions on environmental policy and procedures where some questions will be weighted in accordance with risk.	• Can answer between 11 - 16 questions on environmental policy and procedures where some questions will be weighted in accordance with risk.	• Answers fewer than 11 of all questions on environmental policy and procedures where some questions will be weighted in accordance with risk.
10 points **D: >17** **P: ≥11** **F: ≤10** **Note: <10 leads to immediate overall fail.**	**CK6**: Industry-specific health and safety (H&S) procedures, including: Safe Systems of Work, COSHH, risk assessments, on-site incident reporting procedures.	• Can answer 17 or more questions about critical H&S elements.	• Can answer between 11 - 16 questions about critical H&S elements.	• Answers fewer than 11 questions about critical H&S elements.
10 points **D: >17**	**CK7**: Handling requirements such as identification of materials, grades	• Can answer 17 or more questions relating to identification of materials,	• Can answer between 11 - 16 questions relating to identification of materials,	• Answers fewer than 11 questions relating to identification of materials,

P: ≥11 **2 ≤10**	sorting, storage and quality control, grade identification and identification of stock.	different grades, correct storage, and stock control.	different grades, correct storage and stock control.	different grades, correct storage and stock control.
10 points **D: >17** **P: ≥11** **F: ≤10**	**CK9**: Safe loading and unloading such as shipping, containers and heavy good vehicles	• Can identify 17 or more safe loading and unloading procedures for environments such as shipping, containers and heavy good vehicles.	• Can identify between 11 - 16 loading and unloading procedures for environments such as shipping, containers and heavy good vehicles.	• Identifies fewer than 11 sufficient safe loading and unloading procedures for environments such as shipping, containers and heavy good vehicles.
PD: 13 elements, total marks available 65				
Professional discussion **3 points** **D: 3** **P: 2** **F: 1**	**CK1**: The MRGO role itself and how it fits into the business and industry.	• Can explain and describe the MRGO role in relation to the business and industry as well as the different options available to it.	• Can describe the MRGO role with reference to their optional module and how describe how it fits into business and industry.	• Cannot give sufficient detail of the role and/or the industry and business and does not make justified links.
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**CK3**: Working in accordance with current legislation, regulations, codes of practice, including the Scrap Metal Dealers Act (SMDA).	• Can give 4 or more examples of how they work in accordance with the following: - Current legislation - Regulations - Codes of practice - SMDA.	• Can give 3 examples of how they work in accordance the following: - Current legislation - Regulations - Codes of practice - SMDA.	• Gives fewer than 3 clear examples for each area.
Professional discussion	**CK4**: Handling and care of applicable	• By way of at least 2 examples, can explain	• By way of 1 example, can describe safe operating and	• Cannot give 1 example or describe safe operating and

3 points **D: 3** **P: 2** **F: 1**	industry-specific fixed and mobile plant and machinery such as a shear or crane.	overall safe operating and care procedures for industry-specific fixed and mobile plant and machinery such as a shear or crane. • Can justify their actions in relation to company procedures and legislation.	care procedures for industry-specific fixed and mobile plant, and machinery such as a shear or crane.	care procedures for any industry-specific fixed, and mobile plant and machinery.
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**CK5**: Acceptance of authorised or rejection of unauthorised materials, hazardous/non-hazardous materials, such as WEEE/ELV, inspection procedures, processing methods and supporting standard operating procedures.	• Can explain how to safely and accurately distinguish between: - authorised/ unauthorised materials and how to act accordingly - hazardous/non-hazardous materials and how to act accordingly. • Can provide at least 2 examples of how the above has been achieved. • Can demonstrate the correct inspection and operating and the appropriate processing methods and can explain why the procedures need to be applied.	• Can describe how to safely and accurately distinguish between: - authorised/ unauthorised materials and how to act accordingly - hazardous/non-hazardous materials and how to act accordingly • Can provide 1 example of how the above has been achieved. • Can demonstrate the correct inspection and operating procedures as well as the appropriate processing methods.	• Cannot describe how to safely or accurately distinguish between authorised/ unauthorised materials and hazardous/non-hazardous materials and does not act accordingly. • Cannot give 1 example and has little or no knowledge of inspection and standard procedures or correct processing methods.

Professional discussion **10 points** **D: 10** **P: 7** **F: 5**	**CK6**: Industry-specific health and safety (H&S) procedures, including: Safe Systems of Work, COSHH, risk assessments, on-site incident reporting procedures.	• Can confidently explain a range of industry-specific health and safety (H&S) procedures, with at least 8 different examples across the following: - Safe Systems of Work - COSHH - risk assessments - on-site incident reporting procedures - where to find further information.	• Can describe a range of industry-specific health and safety (H&S) procedures, with at least 6 examples across each of the following: - Safe Systems of Work - COSHH - risk assessments - on-site incident reporting procedures - where to find further information.	• Cannot describe industry-specific health and safety (H&S) procedures. • Gives only 5 or fewer examples across each of the following: - Safe Systems of Work - COSHH - risk assessments - on-site incident reporting procedures - where to find further information..
Professional discussion **10 points** **D: 10** **P: 7** **F: 5**	**CK7**: Handling requirements such as identification of materials, grades sorting, storage and quality control, grade identification and identification of stock.	• Can explain handling requirements with at least 6 examples that cover: - identification of materials - grade identification - grades sorting and storage - quality control - identification of stock. • Underpins explanation with a justification as to why they are doing this referencing the industry and organisation.	• Can describe handling requirements with 6 examples that cover: identification of materials - grade identification - grades sorting and storage - quality control - identification of stock.	• Cannot explain handling requirements and gives 4 or fewer examples
Professional discussion	**CK8**: Key functional areas such as ELV, weighbridge	• Can accurately describe at least 5 key functional areas within the business and the	• Can accurately describe 3 key functional areas within the business and the	• Identifies 2 or fewer key functional areas. Limited answers that are vague

6 points **D: 6** **P: 4** **F: 3**	operation, banksman systems, and an understanding of customers, visitors, colleagues along with individual requirements and restrictions.	context in which each operate in relation to customers, visitors, colleagues. • Can identify individual requirements and restrictions in detail.	context that each operate in relation to customers, visitors, colleagues. • Can identify individual requirements and restrictions.	with no reference to customers or visitors or colleagues.
Professional discussion **3 points** **D: 3** **P: 2** **F: 1**	**CK10**: Commercial implications of day-to-day business actions.	• Can talk freely about their own and others' day-to-day business actions and how they affect the business commercially. • Can put forward 2 commercial implication of a given business action.	• Can describe their own day-to-day business actions and how these affect the business commercially. • Can put forward 1 commercial implication of a given business action.	• Cannot adequately make the link between either their own, or others', actions and how they impact on the business commercially.
Professional discussion **8 points** **D: 8** **P: 5** **F: 4**	**CS1**: The identification of H&S/Environmental issues and the ability to respond accordingly.	• Demonstrates a clear ability to identify and to proactively manage environmental and H&S issues in accordance with relevant legislation. • Can give 4 examples of where they have managed environmental and/or H&S issues in accordance with a named legislation or regulation.	• Demonstrates the ability to identify and to manage environmental and H&S issues in accordance with relevant legislation. • Can give 3 examples of where they have managed environmental and/or H&S issues in accordance with a named legislation or regulation.	• Fails to demonstrate the ability to identify or manage environmental and H&S issues in accordance with relevant legislation. • Can only give 1 example of where they have managed environmental and/or H&S issues in accordance with a named legislation or regulation.
Professional discussion	**CS7**: Problem solve – take action to meet organisational	• Can explain how they would respond to 4 different organisational	• Can describe how they would respond to 2 specific organisational procedure,	• Ca only explain 1 correct action required to meet

3 points **D: 3** **P: 2** **F: 1**	procedures and policies.	procedures and policies and can justify the action they would take.	and policies and explains the action they would take.	procedural guidelines or policy.
Professional discussion **3 points** **D: 3** **P: 2** **F: 1**	**CB3**: Respond proactively to changes.	• Can provide 4 examples of actions that they have taken following a change, where they have not been asked to do so.	• Can provide 2 example of an action that they have taken following a change, where they have not been asked to do so.	• Can only describe 1 example of any action they've taken in response to change.
Professional discussion **3 points** **D: 3** **P: 2** **F: 1**	**CB4**: Have a commitment to ensure own personal development.	• Their development plan shows they are always prepared for review meetings with suggestions on how they wish to progress. • Gives 2 examples external to the apprenticeship that they have been doing. • Can discuss future goals and has a plan to achieve them.	• Their development plan shows they are always prepared for review meetings with an idea of how they wish to progress within the company.	• Their development plan shows they do not prepare for review meetings and has little idea of how they wish to progress.
Professional discussion **3 points** **D: 3** **P: 2** **F: 1**	**CB7**: Remain flexible and adaptable to the needs of the business	• Can provide 4 examples actions that they have taken demonstrating their flexibility and adaptability.	• Can provide 2 examples of an action that they have taken demonstrating their flexibility and adaptability.	• Can only describe 1 example of any action that demonstrates their adaptability and/or flexibility.
O/S: 10 elements Total marks available 50				

Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**CS2**: The identification of metal grades, authorised/ unauthorised wastes, hazardous/non-hazardous waste, their quality validation and commercial viability.	• Identifies a combination of 10 or more different metal grades, 3 different authorised/unauthorised wastes or hazardous/non-hazardous waste and makes the correct the quality validation and commercial viability judgement for 3 or more of the grades.	• Identifies a combination of 5 or more metal grades, 2 authorised/ unauthorised wastes or hazardous/non-hazardous waste, and makes the correct the quality validation and commercial viability judgement for 2 of the grades	• Identifies fewer than 5 different metal grades, 1 authorised/ unauthorised wastes or hazardous/non-hazardous waste and cannot explain the quality validation and commercial viability for more than 1 of the grades.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**CS3:** The capability to correctly identify, sort and store materials in line with operating procedures, risk assessment and legislation, e.g. 1992 Manual Handling Regulations.	• Correctly identifies, sorts and stores 8 or more out of 10 materials in line with operating procedures, risk assessment and legislation, e.g. 1992 Manual Handling Regulations. Adheres to company procedures.	• Correctly identifies, sorts and stores between 4 and 7 out of 10 materials in line with operating procedures, risk assessment and legislation, e.g. 1992 Manual Handling Regulations.	• Identifies or sorts or stores 3 or fewer out of 10 materials or does not follow operating procedures, risk assessment and legislation, e.g. 1992 Manual Handling Regulations.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**CS4**: The ability to maintain good housekeeping procedures, including machine and equipment care, alongside safely operating that machinery and equipment. Examples	• Follows standard good housekeeping procedures 4 out of 5 times when operating machinery and equipment while adhering to company procedures.	• Follows standard good housekeeping procedures 3 out of 5 times when operating machinery and equipment while adhering to company procedures.	• Only follows standard good housekeeping procedures 2 out of 5 times when operating machinery and equipment while adhering to company procedures. There is also little evidence that they acknowledge company procedures.

	of fixed and mobile plant include: baler, shear and forklift truck.			
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**CS5**: The ability to communicate effectively with colleagues, engage important customers and respond to everyday site visitors. This includes the aptitude to identify and communicate potential for improvement.	• Communicates clearly with colleagues, customers and site visitors and conveys vital information concisely. • Demonstrates effective communication styles applicable to a range of contexts through verbal, written and hand signals. • Openly seeks feedback to establish where there is room for improving communications.	• Conveys normal day-to-day information to the majority of site-based personnel. • Uses other communication mediums, e.g. verbal, written and hand signals.	• Does not convey basic information and does not deploy more than one communication medium
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**CS6**: The ability to carry out safe loading and unloading of differing transportation types.	• Carries out safe loading and unloading of 3 different transportation types and identifies the most appropriate form of equipment to be used.	• Carries out safe loading and unloading of 2 differing transportation types.	• Uses inappropriate methods outside of procedural guidelines, potentially putting others at risk.
Observation/ Simulation **5 points** **D: 5** **P: 3**	**CS8**: Prioritise working tasks and challenges, such as the appropriate process for loading and unloading.	• Prioritises working tasks and identifies challenges when loading and unloading	• Prioritises working tasks and identifies challenges when loading and unloading	• Approaches tasks in a haphazard and illogical way.

F: 2		• Makes recommendations improvements for further efficiency.		
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**CB1**: Consistently demonstrate integrity and behaviour that adheres to safety procedures and safe-working practices that are appropriate to the working environment.	• Consistently demonstrates those behaviours required to adhere to safety procedures and safe-working practices that are appropriate to the working environment and industry. • Influences the behaviours of others.	• Consistently demonstrates those behaviours required to adhere to safety procedures and safe-working practices that are appropriate to the working environment.	• Fails to consistently demonstrate those behaviours required to adhere to safety procedures and safe-working practices that are appropriate to the working environment.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**CB2**: Behave in a collaborative manner.	• Works in a collaborative and adaptable way with their immediate team and with others outside of their team.	• Works in a collaborative and adaptable way with their immediate team.	• Does not engage with others.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**CB5**: Maintain a respect for the working environment, customers, plant and machinery.	• Clearly has respect for the working environment, customers, plant and machinery and • Encourages this behaviour in others.	• Clearly has respect for the working environment, customers, plant and machinery	• Shows little respect for the working environment, customers, plant and machinery.
Observation/ Simulation	**CB6**: Have a positive attitude to the	• Always demonstrates a positive approach and	• Demonstrates a positive approach.	• Does not display a positive approach.

5 points **D: 5** **P: 3** **F: 2**	working environment.	• Encourages this behaviour in others.		

Optional Activities

(One to be selected)

Option A: End-of-Life Vehicles (ELV)

Assessment Method Out of 50	Learning Outcomes	Distinction Score of: ≥85%	Pass Score of: ≥55%	Fail Score of: ≤54%
The MRGO:				
MC: 1 element Total marks available 10				
Multiple-choice test 20 questions (half mark for each). **10 points**	**ELVK2:** The potential risk and hazard with any given ELV component and its removal, and how to deal with any unexpected incidents relating to the depollution process.	Can answer 17 or more questions designed to show they can: • Identify the hazard and risks associated with individual components, and their removal, as well as how the risk may be mitigated. • Identify the appropriate response to specific incidents resulting from the depollution process.	Can answer 11 or more questions designed to show they can: • Identify the hazard and risks associated with individual components, and their removal, as well as how the risk may be mitigated. • Identify the appropriate response to specific incidents resulting from the depollution process.	Answers fewer than 11 questions designed to show they can: • Identify the hazard and risks associated with individual components, and their removal, as well as how the risk may be mitigated. • Identify the appropriate response to specific incidents resulting from the depollution process.

		• Identify the resulting potential impact associated with a range of incidents.	• Identify the resulting potential impact associated with a range of incidents.	• Identify the resulting potential impact associated with a range of incidents.
PD: 5 elements, total marks available 25				
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**ELVK1:** The process of preparing ELV's for depollution, including: safe storage pending depollution; checking vehicle details match presented documentation; determining the overall condition and requirements for depollution (air bags, A/C, LPG, hybrid, electric, complete/damaged vehicle); and, the importance of identification and safe removal of concealed items e.g. gas cylinders.	• Can explain how to safely inspect and store ELVs. Can clearly outline at least 3 potential risks associated with a failure to inspect and store ELVs appropriately. • Can give 2 examples of ELVs they have worked on where documentation did or did not match the ELV presented and how they went about assessing the ELV's condition to determine the requirements for depollution taking care to look for issues such as air bags, A/C, fuel source, concealed items such as gas cylinders, and potential damage to the vehicle. • Can give 2 examples of ELVs which have required intervention. • Can demonstrate a proactive approach to	• Can explain how to safely inspect and store ELVs. Can clearly outline at least 2 potential risks associated with a failure to inspect and store ELVs appropriately • Can give 1 example of ELVs they have worked on where documentation did or did not match the ELV presented and how they went about assessing the ELV's condition to determine the requirements for depollution taking care to look for issues such as air bags, A/C, fuel source, concealed items such as gas cylinders, and potential damage to the vehicle. • Can 1 example of ELVs that have required intervention.	• Struggles to explain how to safely inspect and store ELVs. Can only outline at 1 potential risks associated with a failure to inspect and store ELVs appropriately • Cannot give examples of having resolved issues that may have arisen.

		dealing with the issues that have arisen.		
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**ELVK3:** The process for depolluting an ELV in accordance with the risk assessment, operating procedures and current legislation e.g. End-of-Life Vehicles Directive (latest version).	• Can explain the process, end-to-end, in a safe and effective way, and why they are doing what they are doing and can offer 2 alternative approaches in line with the different manufacturers' specifications. • Can demonstrate a flexible and adaptable approach based on the circumstances presented. • Demonstrates some knowledge of applicable legislation.	• Can describe the process end-to-end in a safe and effective way, and why they are doing what they are doing and can offer 1 alternative approaches in line with the different manufacturers' specifications. • Can demonstrate a flexible and adaptable approach based on the circumstances presented.	• Can describe the process end-to-end but not why they are doing what they are doing and cannot offer any alternative approaches in line with the different manufacturers' specifications. • Misses a stage in the process and/or demonstrates unsafe practice.
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**ELVK4:** Safe storage requirements for removed materials and parts.	• Can explain the safe storage requirements for at least 4 materials removed from an ELV and identify inappropriate storage. • Can explain why specific storage processes and practices are required.	• Can describe the safe storage requirements for 3 materials removed from an ELV and identify inappropriate storage.	• Can only describe the safe storage requirements for 2 of the materials removed from an ELV. • Does not identify inappropriate storage.
Professional Discussion **5 points** **D: 5**	**ELVS1:** Complete the process of preparing ELV's for depollution in accordance with operating	• Can explain the preparation and depollution process for ELV in a safe and appropriate manner that shows an understanding of	• Inspects and prepares an ELV for depollution in a safe and appropriate manner that shows an understanding of the	• Does not inspect and prepare an ELV for depollution in a safe and appropriate manner.

P: 3 **F: 2**	procedures, risk assessments and current legislation	the hazards and risks associated with a failure to do this appropriately. Misses no more than 2 steps. • Can explain the best practice techniques for each of the tasks involved. • Can explain why.	hazards and risks associated with a failure to do this appropriately. Misses no more than 3 steps.	• Demonstrates a clear lack of understanding of the hazards and risks associated with a failure to do this appropriately. Misses more than 3 steps.
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**ELVS4:** Demonstrate an in-depth understanding of how best to deal with unforeseen incidents following recognised health and safety procedures.	• Can explain how to react and respond to at least 4 unforeseen incidents in accordance with site procedures and legal requirements. • Can explain how and why it is vital to use the incident to expand knowledge and to improve existing procedures in order to prevent a reoccurrence.	• Can describe how to react and respond to more than 2 unforeseen incidents in accordance with site procedures and legal requirements. • Can describe how using the incident to improve existing procedures might prevent a reoccurrence.	• Has difficulty in describing how to deal with more than 1 unforeseen incident and has difficulty describing the correct emergency procedures.
O/S: 3 elements Total marks available 15				
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**ELVS1:** Complete the process of preparing ELV's for depollution in accordance with operating procedures, risk assessments and current legislation.	• Inspects and prepares an ELV for depollution in a safe and appropriate manner that shows an understanding of the hazards and risks associated with a failure to do this appropriately.	• Inspects and prepares an ELV for depollution in a safe and appropriate manner that shows an understanding of the hazards and risks associated with a failure to do this appropriately.	• Does not inspect and prepare an ELV for depollution in a safe and appropriate manner. • Demonstrates a clear lack of understanding of the hazards and risks associated with a failure to do this appropriately.

		• Clearly follows best practice for each of the tasks involved.		
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**ELVS2:** Depollute an ELV in accordance with the risk assessment, operating procedures and current legislation e.g. End of Life Vehicles Directive (as amended)	• Safely follows the correct procedure to depollute an ELV, while demonstrating a clear understanding of the hazards and risks associated with a failure to do this appropriately. • Demonstrates the safe and effective use of depollution equipment	• Safely follows the correct procedure to depollute an ELV, while demonstrating a clear understanding of the hazards and risks associated with a failure to do this appropriately.	• Does not follow the correct depollution procedures or does so in an unsafe manner. • Cannot operate the depollution equipment correctly and/or safely.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**ELVS3:** Demonstrate the appropriate regard for, and handling procedures of, all hazardous components in an ELV.	• Demonstrates the appropriate regard for, and the correct handling procedures of, all hazardous components in an ELV both during and after the depollution process. • Confidently follows the site procedure	• Demonstrates the appropriate regard for, and the correct handling procedures of, all hazardous components in an ELV both during and after the depollution process.	• Demonstrates little understanding of the correct handling procedures for hazardous components in an ELV.

Option B: Weighbridge (WB)

Assessment Method **Out of 50**	**Learning Outcomes**	**Distinction** **Score of: ≥85%**	**Pass** **Score of: ≥55%**	**Fail** **Score of: ≤54%**
The MRGO:				

MC: 2 elements Total marks available 20				
Multiple-choice test 20 questions (half mark for each). **10 points** **D: >17** **P: ≥11** **F: ≤10**	**WBK1**: SMDA, particularly ID requirements, payment options and record keeping.	• Can answer 17 or more questions on SMDA, ID requirements, payment options and record keeping.	• Can answer 11 or more questions on SMDA, ID requirements, payment options and record keeping.	• Answers fewer than 11 questions on SMDA, ID requirements, payment options and record keeping.
Multiple-choice test 20 questions (half mark for each). **10 points** **D: >17** **P: ≥11** **F: ≤10**	**WBK2**: Waste acceptance and dispatch procedures, duty of care requirements and relevant waste codes.	• Can answer 17 or more questions on Waste acceptance and dispatch procedures, duty of care requirements and relevant waste codes.	• Can answer 11 or more questions on Waste acceptance and dispatch procedures, duty of care requirements and relevant waste codes.	• Answers fewer than 11 questions on Waste acceptance and dispatch procedures, duty of care requirements and relevant waste codes.
PD: 3 elements, total marks available 15				
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**WBK3**: Weighbridge operational processes from start up to emergency procedures as well as traffic management in accordance to site procedures, risk assessments and relevant legislation e.g. Road Traffic Act	• Can provide 5 or more examples of: weighbridge operational processes from start up to emergency procedures; traffic management in accordance to site procedures; risk assessments; and, relevant legislation e.g. Road Traffic Act.	• Can provide 3 examples of: weighbridge operational processes from start up to emergency procedures; traffic management in accordance to site procedures; risk assessments; and, relevant legislation e.g. Road Traffic Act.	• Can only provide 1 example of: weighbridge operational processes from start up to emergency procedures; traffic management in accordance to site procedures; risk assessments; and, relevant legislation e.g. Road Traffic Act.

Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**WBK4**: Identify and place commercial value on different traded metallic groups and materials presented in any given load, including the evaluation of hazardous materials and associated handling costs.	• Can identify and place commercial value on 5 different traded metallic groups and materials presented in any given load and evaluate 2 different hazardous materials and associated handling costs. • Can explain the value of a load based on the material(s) identified, taking into consideration processing costs, waste disposal and transport.	• Can identify and place commercial value on 3 different traded metallic groups and materials presented in any given load and evaluate 1 hazardous material and associated handling costs.	• Can only identify and place commercial value on 2 different traded metallic groups and materials presented in any given load and cannot evaluate any hazardous materials.
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**WBS1**: Follow weighbridge operational processes ensuring compliance with relevant site-specific procedures and legislative requirements e.g. SMDA (as amended), site permit and allowed waste types, risk assessments and safe working procedures.	• Can provide 6 or more examples of how to follow weighbridge operational processes confidently and in a timely manner ensuring compliance with relevant site-specific procedures and legislative requirements e.g. SMDA (as amended), site permit and allowed waste types, risk assessments and safe working procedures.	• Can provide 3 examples of how to follow weighbridge operational processes confidently and in a timely manner ensuring compliance with relevant site-specific procedures and legislative requirements e.g. SMDA (as amended), site permit and allowed waste types, risk assessments and safe working procedures.	• Can only provide 1 example of how to follow weighbridge operational processes confidently and in a timely manner ensuring compliance with relevant site-specific procedures and legislative requirements e.g. SMDA (as amended), site permit and allowed waste types, risk assessments and safe working procedures.
O/S: 3 elements Total marks available 15				

Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**WBS2**: Demonstrate the ability to calibrate and maintain the weighbridge machinery.	• Calibrates and maintains the weighbridge machinery following the prescribed method and without hesitation. • Sets the scale to zero when no load present. • Identifies and remedies a potential error in the weighbridge machinery.	• Calibrates and maintains the weighbridge machinery following the prescribed method. • Sets the scale to zero when no load present.	• Cannot calibrate and maintain the weighbridge machinery • Is unable to demonstrate setting the scale to zero when no load present.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**WBS3**: Show aptitude when it comes to identifying different metals, as well as the ability to assess, validate and make a commercial decision on a variety of different loads.	• Identifies 5 or more different types of material. • Confidently differentiates between the higher and lower values of materials and place a value on 2 different loads based on the material(s) identified, processing costs and waste disposal. • Validates decision with people on the ground.	• Identifies 3 different types of material. • Differentiate between the higher and lower values of different materials and place a value on 1 load. • Validates decision with people on the ground.	• Identifies 2 or fewer different grades of material and has no appreciation of different values.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**WBS4**: Demonstrate the ability to safely maintain traffic management procedures.	• Clearly demonstrates safe traffic management with 3 or more vehicles • Maintain this ability during unexpected incidents or peak periods.	• Demonstrate safe traffic management at least 2 vehicles.	• Is unable to demonstrate the ability to safely maintain traffic management procedures.

Option C: Material Handler (MH)

Assessment Method Out of 50	Learning Outcomes	Distinction Score of: ≥85%	Pass Score of: ≥55%	Fail Score of: ≤54%
The MRGO:				
MC: 1 element Total marks available 10				
Multiple-choice test 20 questions (half mark for each). **10 points** **D: >17** **P: ≥11** **F: ≤10**	**MHK1:** Identify the right plant or machinery to achieve the optimal handling, movement and separation of materials.	Can answer 17 or more questions designed to show they can: • Can confidently identify the correct plant taking into consideration the product, environment, size and lifting capacity. • Can describe the associated risks, operating procedures and safe working practices.	Can answer 11 or more questions designed to show they can: • Can confidently identify the correct plant taking into consideration the product, environment, size and lifting capacity. • Can describe the associated risks, operating procedures and safe working practices.	Answers fewer than 11 or more questions designed to show they can: • Can confidently identify the correct plant taking into consideration the product, environment, size and lifting capacity. • Can describe the associated risks, operating procedures and safe working practices.
PD: 4 elements, total marks available 20				
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**MHK2:** How best to operate specific specialist equipment, including safe working loads and conditions and the requirement for pre- and post-use checks, maintenance schedules and servicing requirements.	• Can confidently demonstrate how to operate 3 or more different pieces of material handling equipment and how to safely load any given vehicle. • Clearly understands the importance of pre/post-task check • Understands the need for preventative maintenance	• Can demonstrate how to operate 2 pieces of material handling equipment and how to safely load any given vehicle. • Understands the importance of pre/post-task checks. • Shows understand of the need for preventative maintenance schedules and servicing requirements.	• Can only operate 1 piece of material handling equipment.

		schedules and servicing requirements and can explain why and how they can be achieved.		
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**MHK3:** Specific risk assessments relevant to the equipment in conjunction with the general risk assessment for that area, including the health and safety requirements to protect those within the working vicinity.	• Demonstrates the required specific risk assessments relevant to 3 or more pieces of equipment. • Can explain more general risk assessments, including the health and safety requirements needed to protect others, giving 2 examples.	• Demonstrates the required specific risk assessments relevant to 2 pieces of equipment. • Can describe more general risk assessments, including the health and safety requirements needed to protect others, giving 1 example.	• Cannot demonstrate the required specific risk assessments relevant to 1 piece of equipment. • Cannot describe more general risk assessments, including the health and safety requirements needed to protect others.
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**MHS1**: Identify the appropriate equipment for moving, unloading/loading, storing and transporting different materials.	• Confidently selects the appropriate equipment for moving, unloading/loading, storing and transporting 5 or more different materials. • Can explain why they made the decision.	• Mostly selects the appropriate equipment for moving, unloading/loading, storing and transporting 3 different material. • Can describe why they made the decision.	• Only selects the appropriate equipment for moving, unloading/loading, storing and transporting 2 different materials. • Cannot explain why they made the decision.

Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	**MHS2:** Follow operational procedures to properly complete pre-and post-use checks, keep accurate records and report faults to the appropriate person.	• Confidently follows operational procedures, properly complete all pre-and post-use checks, accurately take records. • Can explain how and why they need to follow the site's fault reporting procedure • Identifies the appropriate person for reporting.	• Follows operational procedures, properly complete all pre-and post-use checks, accurately take records. • Can describe how and why they need to follow the site's fault reporting procedure.	• Is unable to follow operational procedures or complete all pre-and post-use checks. • Does not take any records or report any faults.
O/S: 4 elements Total marks available 20				
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**MHK2:** How best to operate specific specialist equipment, including safe working loads and conditions and the requirement for pre-and post-use checks, maintenance schedules and servicing requirements.	• Operates 3 or more different pieces of material handling equipment and safely loads 2 different vehicles. • Clearly understands the importance of pre/post-task checks. • Demonstrates understanding of the need for preventative maintenance schedules and servicing requirements.	• Operates 2 different pieces of material handling equipment and safely loads 2 different vehicles. • Understands the importance of pre/post-task checks.	• Can only operate 1 piece of material handling equipment and safely loads 1 vehicle.
Observation/ Simulation **5 points** **D: 5** **P: 3**	**MHK3:** Specific risk assessments relevant to the equipment in conjunction with the general risk assessment for that	• Demonstrates the required specific risk assessments relevant to 3 or more pieces of equipment. • Carries out risk assessments, including the health and	• Demonstrates the required specific risk assessments relevant to 2 pieces of equipment. • Carries out risk assessments, including the health and	• Cannot demonstrate the required specific risk assessments relevant to 1 piece of equipment. • Cannot describe more general risk assessments,

F: 2	area, including the health and safety requirements to protect those within the working vicinity.	safety requirements needed to protect others. • Clearly pays attention to others within their working vicinity.	safety requirements needed to protect others.	including the health and safety requirements needed to protect others.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**MHS1**: Identify the appropriate equipment for moving, unloading/loading, storing and transporting different materials.	• 4 times out of 5, selects the appropriate equipment for moving, unloading/loading, storing and transporting each specific material.	• 3 times out of 5 selects the appropriate equipment for moving, unloading/loading, storing and transporting each specific material.	• Selects the appropriate equipment for moving, unloading/loading, storing and transporting each specific material once.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**MHS2:** Follow operational procedures to properly complete pre-and post-use checks, keep accurate records and report faults to the appropriate person.	• 4 times out of 5, follows operational procedures, properly complete all pre-and post-use checks, accurately take records. • If a fault is suggested, they follow the site's fault reporting procedure and identify the appropriate person.	• 3 times out of 5, follows operational procedures, properly complete all pre-and post-use checks, accurately take records. • If a fault is suggested, they follow the site's fault reporting procedure.	• Does not follow operational procedures or complete all pre-and post-use checks. • Does not take any records or report any faults.

Option D: Material Classification (MC)

Assessment Method **Out of 50**	**Learning Outcomes**	**Distinction** **Score of: ≥85%**	**Pass** **Score of: ≥55%**	**Fail** **Score of: ≤54%**
The MRGO:				
PD: 6 elements, total marks available 30				

Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	MCK1: The value of different types of metal and the impact on the profit of the business given the volatility of the global markets.	• Can place a value on 6 different materials within a metal recycling environment and explain why it is so important to the financial performance of the business that materials are correctly identified. • Explains how and why global markets can impact the price of materials and the overall financial performance.	• Can place a value on 5 different materials within a metal recycling environment and explain why it is so important to the financial performance of the business that materials are correctly identified. • Describes how global markets can impact the price of materials and the overall financial performance.	• Can only place a value on 4 or fewer different materials within a metal recycling environment and explain why it is so important to the financial performance of the business that materials are correctly identified.
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	MCK2: The reason for analysing the composition of different materials.	• Can describe constituent elements comprising 3 different materials found at a metals recycling yard. • Can explain why different materials need to be analysed and give 3 examples of properties or contaminants that are undesirable. • Can explain how and why the value of materials could be maximised by proper separation.	• Can describe constituent elements comprising 2 different materials found at a metals recycling yard. • Can explain why different materials need to be analysed and give 2 examples of properties or contaminants that are undesirable.	• Cannot demonstrate an understanding of the composition of materials or describe why identifying different materials through analysis is important. • Cannot give examples of undesirable properties or describe why separation is important.
Professional discussion **5 points**	MCK3: The importance of good record keeping, labelling and	• Can explain the importance of good record keeping, labelling and traceability of	• Understands the importance of good record keeping, labelling and	• Cannot explain why records need to be kept or describe how.

D: 5 **P: 3** **F: 2**	traceability of the samples and analysis.	the samples and analysis results. • Can explain the need for clear and concise records, of all data, stored in a logical, traceable and retrievable system.	traceability of the samples and analysis results.	
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	MCK4: The process and procedures relating to sending samples to a lab for further analysis.	• Can fully explain the process and procedures for sending samples to a lab for further analysis, including sample preparation. • Can explain 3 techniques available for sample analysis.	• Can explain the process and procedures for sending samples to a lab for further analysis, including sample preparation. • Can describe 2 techniques available for sample analysis.	• Cannot describe the process or procedures for sending samples to a lab. • Cannot describe any techniques available for sample analysis.
Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	MCS1: Demonstrate knowledge of the market value of different metals.	• Clearly understands how and why global markets can impact the price of different materials. • Can explain why it is so important to the financial performance of the business that materials are correctly identified through analysis before compiling and selling stock to buyers, including foundries.	• Understands how global markets can impact the price of different materials. • Can explain why it is so important to the financial performance of the business that materials are correctly identified through analysis.	• Has little understanding of how global markets can impact the price of different materials. • Cannot describe why it is so important that materials are correctly identified through analysis.

Professional discussion **5 points** **D: 5** **P: 3** **F: 2**	MCS3: Identify the composition of different materials using available equipment, considering the importance of site-based equipment calibration, interpreting results, standards and consistency of analysis and sources of error in the analytical process.	• Identifies the composition of a minimum of 6 different grades of secondary materials. • Clearly gives due regard to the need for calibration, maintaining standards as well as consistency of analysis. • Follows all applicable set-up protocols. • Confidently interprets results and offers options for best end use the material. • Gives a range of possible sources for error in the analytical process.	• Identifies the composition of a minimum of 5 different grades of secondary materials. • Clearly gives due regard to the need for calibration, maintaining standards as well as consistency of analysis. • Follows most of the applicable set-up protocols.	• Can only identify the composition of 4 or fewer different grades of secondary materials. • Ignores set-up protocols. • Cannot interpret results
O/S: 4 elements Total marks available 20				
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	MCS1: Demonstrate knowledge of the market value of different metals.	• Clearly understands how and why global markets can impact the price of different materials. • Understands the importance to the financial performance of the business that materials are correctly identified through analysis before compiling and selling stock to buyers, including foundries.	• Understands how global markets can impact the price of different materials. • Understands the importance to the financial performance of the business that materials are correctly identified through analysis.	• Has little understanding of how global markets can impact the price of different materials. • Cannot describe why it is so important that materials are correctly identified through analysis.

Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	MCS2: Show how to use the best available techniques to identify any given metal.	• 4 times out of 5, selects the appropriate and current available analysis technique to identify any given metal. • Carries out theses analysis techniques in a safe and appropriate manner. • Follows the correct process should there be any doubt regarding the material grade after the initial analysis.	• 3 times out of 5, selects the appropriate and current available analysis technique to identify any given metal. • Carries out theses analysis techniques in a safe and appropriate manner.	• More than 3 times out of 5 selects the inappropriate analysis technique to identify any given metal. • Cannot safely carry out analysis techniques.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	MCS3: Identify the composition of different materials using available equipment, considering the importance of site-based equipment calibration, interpreting results, standards and consistency of analysis and sources of error in the analytical process.	• Identifies the composition of a minimum of 6 different grades of secondary materials. • Clearly gives due regard to the need for calibration, maintaining standards as well as consistency of analysis. • Follows all applicable set-up protocols. • Correctly interprets the results 4 out of 5 times and offers options for best end use the material. • Gives superior 2 or more possible sources for error in the analytical process.	• Identifies the composition of a minimum of 5 different grades of secondary materials. • Clearly gives due regard to the need for calibration, maintaining standards as well as consistency of analysis. • Follows most of the applicable set-up protocols. • Correctly interprets results 3 out of five times and offers options for best end use the material.	• Identifies the composition of fewer than 5 different grades of secondary materials. • Ignores set-up protocols. • Cannot interpret results • Gives little regard to calibration, standards and consistency of analysis.

Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	MCS4: Demonstrate the ability to generate appropriate records and accurate labelling, and the understanding when samples need to be sent away for appropriate further analysis.	• Generates appropriate records and uses accurate labelling. • Accurately identifies when samples need to be sent away for appropriate further analysis in 4 out of 5 cases. • Clearly understands when material should be rejected. • Follows the correct protocol should a load be rejected.	• Generates appropriate records and uses accurate labelling. • Mostly identifies when samples need to be sent away for appropriate further analysis in 3 out of 5 cases. • Understands when material should be rejected.	• Does not generate appropriate records and uses accurate labelling. • Cannot identify samples that need to be sent away for further analysis. • Does not know when to reject a material.

Option E: Waste Electrical and Electronic Equipment (WEEE)

Assessment Method Out of 50	**Learning Outcomes**	**Distinction Score of: ≥85%**	**Pass Score of: ≥55%**	**Fail Score of: ≤54%**
The MRGO:				
MC: 2 elements Total marks available 20				
Multiple-choice test 20 questions (half mark for each). **10 points** **D: >17** **P: ≥11** **F: ≤10**	**WEK1:** Relevant legislation and regulations appropriate to WEEE processing activities conducted on site including the WEEE Directive (as amended).	Can answer 17 or more questions designed to show they can: • Can accurately name and demonstrates understanding of legislation and regulations such as The Restriction of the use of	Can answer 11 or more questions designed to show they can: • Can provide a brief summary of legislation and regulations that should be followed when processing WEEE.	Answers fewer than 11 questions designed to show they can: • Demonstrates little understanding of legislation or regulations that should be followed when processing WEEE.

		certain Hazardous Substances (RoHS) Directive and the Waste Electrical and Electronic Equipment (WEEE) Directive		
Multiple-choice test 20 questions (half mark for each). **D: >17** **P: ≥11** **F: ≤10**	**WEK3:** Hazardous properties of WEEE and the associated risks.	• Answers 17 or more questions that demonstrate their understanding of the hazardous properties of WEEE and the associated risks.	• Answers 11 or more questions that demonstrate their understanding of the hazardous properties of WEEE and the associated risks.	• Answers fewer than 11 questions that demonstrate their understanding of the hazardous properties of WEEE and the associated risks.
PD: 3 elements, total marks available 15				
Professional Discussion **5 points** **D: 5** **P: 3** **F: 2**	**WEK2:** Correct storage, handling and segregation of WEEE-derived materials, PAS141, PAT Testing and Asset Tracking.	• Can explain the correct storage, handling and segregation of 5 or more different WEEE-derived materials, including PAS141, PAT Testing and Asset Tracking, and explain why this is important.	• Can explain the correct storage, handling and segregation of 4 WEEE-derived materials and can provide an explanation of PAS141, PAT Testing and Asset Tracking.	• Can only explain the correct storage, handling and segregation of 2 WEEE-derived material. Does not cover PAS141, PAT Testing and Asset Tracking.
Professional Discussion **5 points** **D: 5** **P: 3** **F: 2**	**WEK4:** Health and safety requirements when working in a WEEE-processing facility.	• Explains 5 potential hazards, and the associated level of risk. • Explains 2 of the most effective control measures that a WEEE-processing facility can use to reduce these risks.	• Explains 4 potential hazards, and the associated level of risk. • Explains 1 of the effective control measures that a WEEE-processing facility can use to reduce these risks.	• Is unable to list more than 3 potential hazards, and its associated level of risk.

Professional Discussion **5 points** **D: 4** **P: 3** **F: 1**	**WES1:** Visually inspect WEEE to identify if it is viable for re-use or repair by a technically competent person.	• Can explain how to inspect minimum of 3 items of WEEE to ascertain if it is viable for re-use or repair by a technically competent person. • Can explain what they are looking for and why. • Explains what makes a technically competent person.	• Can explain how to inspect a minimum of 2 item of WEEE to ascertain if it is viable for re-use or repair by a technically competent person. • Can explain their decision.	• Cannot explain what to look for when visually inspecting WEEE in order to decide whether it is viable for re-use or repair by a technically competent person.
O/S: 3 elements Total marks available 15				
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**WES2:** Identify the hazardous components in various types of WEEE e.g. CRT or FPD.	• Demonstrates they know the location of all hazardous components in 3 or more different types of WEEE. • Demonstrates they understand what they are looking for when undertaking dismantling or processing operations.	• Demonstrates they know the location of all hazardous components in 2 different types of WEEE. • Demonstrate that they understand what they are looking for when undertaking dismantling or processing operations.	• Is unable to identify hazardous components in 1 types of WEEE.
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**WES3:** Demonstrate how best to safely dismantle various types of WEEE considering such aspects as: the de-construction of the unit, selecting the most appropriate tools and safe	• Safely dismantles 3 or more different types of WEEE clearly giving due regard to aspects such as: the de-construction of the unit, selecting the most appropriate tools and safe separation of hazardous and non-hazardous materials.	• Safely dismantles 2 different types of WEEE giving some regard to aspects such as: the de-construction of the unit, selecting the most appropriate tools and safe separation of hazardous and non-hazardous materials.	• Cannot safely dismantle 1 or more differently types of WEEE.

	separation of hazardous and non-hazardous materials.			
Observation/ Simulation **5 points** **D: 5** **P: 3** **F: 2**	**WES4:** Demonstrate the correct storage, handling and segregation of WEEE-derived materials in accordance with operating procedures, risk assessments, COSHH and relevant legislation	• Demonstrates the correct storage, handling and segregation of a minimum of 3 different WEEE- derived materials in their day-to-day role in accordance with operating procedures, risk assessments, COSHH and relevant legislation.	• Demonstrates an ability to correctly store, handle and segregate 2 WEEE- derived materials in their day-to-day role in accordance with operating procedures, risk assessments, COSHH and relevant legislation.	• Cannot demonstrate how to store, handle and segregate WEEE-derived materials.

Appendix 2

Assessment method and scoring criteria

End-Point Assessment Method	Distinction Criteria	Pass Criteria	Fail Criteria
MULTIPLE-CHOICE TEST 10 Marks (20 questions worth half a mark each)	**Distinction is a score of 17 or above.** Answers a bank of multiple-choice questions, which have been developed to measure knowledge and skills set out in Appendix 1. Multiple-choice questions will, where appropriate, be picture-led.	**Pass is a score of 11 -16.** Answers a bank of multiple-choice questions, which have been developed to measure knowledge and skills set out in Appendix 1. Multiple-choice questions will, where appropriate, be picture-led.	**Fail is a score of less than 11.** Answers a bank of multiple-choice questions, which have been developed to measure knowledge and skills set out in Appendix 1. Multiple-choice questions will, where appropriate, be picture-led.
PROFESSIONAL DISCUSSION	**Distinction in each learning outcome is a score of: 10, 8, 6, 5 or 3 (depending on the weighting allocated to the question).** Using Appendix 1, exceeds knowledge, skills and behaviours outcomes required, with particular emphasis on the learning outcomes listed in the core and chosen option.	**Pass in each learning outcome is a score of: 7,5,4,3 or 2 (depending on the weighting allocated to the question).** Using Appendix 1, meets knowledge, skills and behaviours outcomes required, with particular emphasis on the learning outcomes listed in the core and chosen option.	**Fail in each learning outcome is a score of: 5,4,3,2 or 1 (depending on the weighting allocated to the question).** Using Appendix 1, falls short of required knowledge, skills and behaviours outcomes, with particular emphasis on the learning outcomes listed in the core and chosen option.
OBSERVATION AND/OR SIMULATION	**Distinction in each learning outcome is a score of: 5** Using Appendix 1, exceeds knowledge, skills and behaviours outcomes required, with particular emphasis on the learning outcomes listed in the core and chosen option.	**Pass in each learning outcome is a score of: 3** Using Appendix 1, meets knowledge, skills and behaviours outcomes required, with particular emphasis on the learning outcomes listed in the core and chosen option.	**Fail in each learning outcome is a score of: 2** Using Appendix 1, falls short of required knowledge, skills and behaviours outcomes, with particular emphasis on the learning outcomes listed in the core and chosen option.
TOTAL (205 MARKS)*	**PASS = 113 [≥: equal to or more than 55%]** **DISTINCTION = 174 [≥:equal to or more than 85%]**		

**See Appendix 3 for scoring matrix*

Appendix 3

Scoring Matrix - Core (75%) plus one option (25%)

CORE	Multiple-Choice Test		Professional Discussion		Observation		Totals
Scoring	10						
	Criteria	Marks	Criteria	Marks	Criteria	Marks	
Core Knowledge	4	40	8	40			80
Core Skills			2	10	6	30	40
Core Behaviours			3	15	4	20	35
Scoring total:							**155**

OPTION A:

End-of-Life Vehicles (ELV)	Multiple-Choice Test		Professional Discussion		Observation		Totals
Scoring	10						
	Criteria	Marks	Criteria	Marks	Criteria	Marks	
ELV Knowledge	1	10	3	15			25
ELV Skills			2	10	3	15	25
ELV Behaviours							0
Scoring total:							**50**

OPTION B:

Weighbridge (WB)	Multiple–Choice Test		Professional Discussion		Observation		Totals
Scoring	10						
	Criteria	Marks	Criteria	Marks	Criteria	Marks	
WB Knowledge	2	20	2	10			30
WB Skills			1	5	3	15	20
WB Behaviours							0
Scoring total:							**50**

OPTION C:

Material Handler (MH)	Multiple-Choice Test		Professional Discussion		Observation		Totals
Scoring	10		5		5		
	Criteria	Marks	Criteria	Marks	Criteria	Marks	
MH Knowledge	1	10	2	10	2	10	30
MH Skills			2	10	2	10	20
MH Behaviours							0
Scoring total:							**50**

TBC

OPTION D:

Material Classification (MC)	Multiple-Choice Test		Professional Discussion		Observation		Totals
Scoring	10		5		5		
	Criteria	Marks	Criteria	Marks	Criteria	Marks	
MC Knowledge			4	20			20
MC Skills			2	10	4	20	30
MC Behaviours							0
Scoring total:							**50**

OPTION E:

Waste Electrical & Electronic Equipment (WEEE)	Multiple-Choice Test		Professional Discussion		Observation		Totals
Scoring	10		5		5		
	Criteria	Marks	Criteria	Marks	Criteria	Marks	
WEEE Knowledge	2	20	2	10			30
WEEE Skills			1	5	3	15	20
WEEE Behaviours							0
Scoring total:							**50**