

VRQ Assessment

Background

The VRQ is an academic-type qualification delivered in a “guided learning” setting. It consists of 6 Units, with Units 1 to 5 being common across all of the facility types, whilst Unit 6 has five versions 6a, 6b, 6c, 6d and 6e. The relevant ‘Unit 6’ is chosen to match the site requirements of the candidate.

Unit 6a: Physical and Chemical (e.g. for your typical skip operation)

Unit 6b: Biological (e.g. composting, AD)

Unit 6c: Thermal (e.g. autoclave)

Unit 6d: Remediation of contaminated land

Unit 6e: Landfill of inert waste

Each Unit is made up of a number of Learning Outcomes, each of which must be addressed in order for you to pass the overall qualification.

What you
need to
know

Title: Unit 1	
Level: 3 Credit Value: 1	
Learning outcomes	Assessment Criteria
The learner will:	The Learner can:
Understand what is meant by sustainable waste management	1.1 Explain the principles of sustainable waste management
	1.2 Identify any limitations in the commonly used definitions of sustainability
2. Understand the waste hierarchy	2.1 Describe the waste hierarchy and illustrate using examples from thermal, biological, physical and chemical treatment
3. Identify types of waste and arisings in the UK	3.1 Identify main types of Controlled waste with examples of each i.e. Household, Industrial, Commercial and Agricultural wastes
	3.2 Identify the current and projected arisings for the types of waste within the UK
	3.3 Identify challenges for each of these waste types in relation to the waste hierarchy and sustainability.

How you will
show what
you know

Unit Assessments

Each Unit is assessed by a written mini-project, with a proportion of the project based on your knowledge of an appropriate sustainable waste management facility. Reference material to assist with the completion of the projects will be provided, but you will also be expected to undertake some self-study in your own time.

Completion of the Projects

The Projects will normally be completed in your own time away from the Centre. It is difficult to predict how long each will take you to complete, but as a guide it is suggested that you should expect to spend at least 2-3 hours, although this will clearly vary from candidate to candidate.

The Project will be provided electronically as a “word” document and answers should be typed into the relevant space. The candidate name should be included in the “header” and then saved and sent to the Centre, ideally by email (to admin@envirolead.co.uk).

The Project is done under ‘open-book’ conditions, which means that you can use all sources of information available to you for further learning or within their answers, providing that you reference anything copied directly from books, leaflets, course materials, company materials, websites, etc. In each case you should put where the copied work is taken from: page number, author, date of issue or web link. This is to prevent cases of plagiarism from arising.

For example.....

“Some new legislation has been introduced which will impact on the way that the waste hierarchy is implemented in England and Wales. This is known as the Waste (England and Wales) Regulations 2011 and from 1st October 2011 declarations will need to be included on waste transfer paperwork to confirm that the waste management hierarchy has been applied in relation to the waste (<http://www.netregs.gov.uk/netregs/legislation/future/97620.aspx>, accessed 11 April, 2011).”

The way that this has been referenced enables someone to see the source (Netregs) and also the date it was accessed. This enables them to check the information and also to establish that it has not been plagiarised (copied without giving an appropriate reference to the source).

Initial Submission Period

The time given for the submission of each Unit Project is **no longer than 6 working weeks from the day that it is issued to you.**

If you cannot submit the test answers within the 6 week requirement because of illness or unexpected occurrences outside of their control such as the passing away of a close relative, then you will need to notify the Centre and make a claim for Special Consideration. This will be submitted to WAMITAB for evaluation, with a Doctor’s certificate required, as appropriate.

It is important to note that extra work commitments and planned holidays **are not acceptable** as part of special considerations. It is therefore important to check with your employer to confirm that the timescales are also suitable for your planned future workload.

To assist with the process we would suggest submitting the first draft of your Project to the trainer (Nigel Mair: nigel@envirolead.co.uk) so that he can check:

- a) The depth of content is at the right level
- b) Each learning outcome has been addressed
- c) The amount of work produced seems to be in lines with requirements

The trainer will only be able to confirm the above and will not be able to mark the work, or comment on it in more than general terms, although they may suggest additional work in certain areas. This “checking” process can only be undertaken if the work is emailed to Nigel within **2 weeks** of the issue date.

Once you are happy to submit the work it should be emailed to admin@envirolead.co.uk for logging and subsequent marking.

Pass Mark

There is not a traditional pass mark for the Projects. They are basically assessed against the Assessment Criteria as either being “Sufficient” or “Not Yet Sufficient”. Therefore you will have to read and consider the requirements very carefully, in particular the verbs used to describe what you need to do e.g. explain, list, describe etc. A glossary of descriptors is included in Annex 1 at the end of this document and we would recommend referring to it in order to ensure that you are addressing the question with the correct level of information and detail.

Resubmission if the work is considered “Not Yet Sufficient”

If the work submitted is considered to be insufficient, then you will be emailed by the marker and then contacted by your trainer to discuss the issues and to identify additional information that needs to be included. You will then be able to revise and re-submit your answers.

Timescales for resubmissions: you will have **4 working weeks** to re-submit your work from the date that you receive the formal feedback from the marker.

Number of resubmission attempts: you will be able to resubmit on 2 separate occasions (i.e. 3 in total). If at that stage you have still not reached the pass mark, then you will need to re-sit the Unit before any further re-submissions are permitted. This will be at extra cost.

Learning or Literacy Issues

We would ask you to advise us at registration of any learning or literacy issues which may have an impact on successful completion of the Course. This is important as we may be able to adapt the provision to support you through the Course, subject to further guidance from WAMITAB.

Annex 1: Glossary of Likely Meanings of Words Used in the Assessment/Marking Criteria

Explain: show an understanding of the content/process mentioned. Include what it is, how it works, what it looks like, what it does, how it happens, why it happens, relevant reasons. The answer should make it plain or comprehensible.

Describe: provide a vivid picture of what it is. Use of imagery, adjectives and adverbs make it vivid and more understandable. Describe may also convey an idea and impart facts.

Evaluate/Justify: learner must look at whatever the required content/process, etc is and suggest other the relevance/significance/ possible outcomes/results/ possibilities. It is the process of exploring, checking and suggesting a likely outcome with reasons

Analyse: look at something/a process/etc using given classifications/principles to gain a further understanding

Demonstrate: a doing verb which requires the learner to show he can actually do whatever the AC requires. The learner will have to provide evidence of him/her actually doing the requirements of the AC/task. It is about application of knowledge and skills rather than just talking about them. The evidence for this can be the learner discussing the task with an assessor and then showing that he has done it by nature of documentation, video, etc. It is not enough to actually just write about it unless the task requires such evidence as the production of a balance sheet, health and safety guidance, etc

List: produce a number of relevant items which apply to the question. Further description is not required.

Identify: for most ACs this requires the learner to list and describe what is required or relevant to produce a required outcome or requires the learner to make choices to achieve a particular aspect of their job. At levels 4, 5 and 6 this would require the learner to say what is available, make the choice and then to explain or justify why the choice was made.

Develop: Build a process or activity or understanding either from scratch or forward from the existing product into something workable.

Manage: after a development process ensure that the product/process etc works using relevant management techniques. This is very much a “doing” activity.

Apply: put something into action – a “doing” task which requires “real” evidence from a workplace scenario.

Implement: A “doing” task. After a development process, ensure that the product/process is actually employed and/or used by self and others during work activities.

Differentiate: look at the characteristics of an item or situation and explain the differences.

Distinguish: look at the characteristics of an item or activity and explain the difference. Use this evaluation to pick an appropriate item/activity in the context of the requirements of the assessment criteria.

Compare: look at the characteristics of an item or activity and note the similarities and differences. This is more often used at level 1 and 2.

Critically Compare: look at the characteristics of an item or situation, note the similarities and differences and their respective positive and negative aspects. In some cases, the can include the use of the comparison in context as the basis for decision making. This is generally used at level 3 and above.

Recognise: be aware of, familiar with and able to identify an activity or product.

Terms often used to provide a qualitative benchmark for assessment evidence

Appropriate – provide evidence which is specific to the assessment criteria and relevant to the operation.

Suitable – Due consideration has been given to the context of the site/waste type/operation/safety regulations in the formulation of the response/evidence.

Compliant/compliance – Evidence/response meets clearly defined operational and/or regulatory guidance in relation to the work activity.

Constructive – Possibilities for positive improvement have been considered, perhaps with examples of suggested improvements and the positive/negative aspects of the work activity.

Proper – that which would be expected based on the regulatory/operational/procedural guidelines for the work activity.