

ENVIRONMENTAL EFFECTIVENESS WORKBOOK

**FOR
Candidates to
demonstrate competence to
Level 2 EAL Award**

Learning Materials
Produced by



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What is Environment Effectiveness?

Environmental Effectiveness is where employees, who work under supervision, change their **work activities and practices** and encourage others to make better use of energy and environmental resources thereby helping to **lessen the impact on the environment**.

Environmental effectiveness identifies opportunities that lessen environmental impacts by reducing energy and resource use. Employees will use environmental work practices and encourage others to promote work activities that use energy and resources in accordance with good organisational policy.

Environmental effectiveness offers working people the chance to do something for the environment and gain recognition for it.

This workbook will enable level 2 employees to

- Contribute to lessening the impacts on the environment of your work activities
- Carry out a series of tasks that develop new environmental skills
- Demonstrate your competence in environmental effectiveness

ENVIRONMENTAL EFFECTIVENESS PROGRAMME

Learning Outcomes

At the end of this programme, each candidate will be able to:

- Explain the main features of environmental effectiveness
- Work with others to lessen environmental impacts of work activities
- Demonstrate work practices that contribute to environmental effectiveness

Name

Workplace

Job Description

Describe what you do

Outdoor interests e.g fishing, running

Your Environmental Effectiveness Journey

*Your journey to environmental effectiveness starts by working out **the impact of your work activities on the environment** (1). You then **use the work practices, that will lessen the impact on the environment, that you have identified and selected**(2) and **encourage colleagues to adopt work practices** similarly (3). Finally, you encourage other people who have a stake in the company **to adopt and use environmentally responsible work activities** (4)*

1. You will first look in detail at the work activity you are involved with. You will look at the flow of energy and resources into the activity you carry out at work. You will identify where these come from and the different impacts this has on the environment. You will look at all your work practices – this is the way you do things with the energy and resources - and the impacts these may have upon the environment. You will be able to identify several opportunities of how you may be able to reduce these environmental impacts by using energy and resources more effectively.
2. You will then make a recommendation about how one of the opportunities identified in Element 1 may be carried out to reduce the environmental impacts and seek permission to carry out these improved ways of doing things. Changing the way we do things is not always easy and you will learn how to negotiate with others in order to make changes. You will then use these revised practices noting any problems you may have in carrying them out.
3. You do similar things here that you did earlier, except you involve your colleagues this time. You will get them to make suggestions for improvements. If you successfully involve them, they are more likely to help improve the environmental performance of the company. First, get them to assess where they consider your organisation stands in relation to the use of energy and resources in your organisation - this is called the "green mark" as you are marking your company for greenness. Next get your colleagues to suggest opportunities for improvements. You will be able to use the skills you developed earlier to help colleagues make suggestions. Then you want to find out what may encourage them to help make improvements; it is useful to find out – by asking them, rather than presume, why somebody may get involved. You are asked to reflect on any problems that arise - so you may want to make a note of any problems as you go along.
4. Finally, you are encouraged to communicate with other people who may have a stake in your company. This could be shareholders, suppliers, friends or neighbours. Stakeholders are any "interested parties". You take the chance to tell them what you are doing to promote environmental effectiveness and encourage them to adopt **environmentally responsible work activities**.

Throughout the journey you will find 'Learning Outcomes' and 'Assessment Criteria'. 'Learning Outcomes' state what you should be able to do as a result of carrying out the particular task set and the 'Assessment Criteria' spell out what your assessor will look for when deciding whether you have the necessary skills. If you are able to do the tasks set out, this shows that you are "competent". These Learning Outcomes relate with the 'Performance Criteria' (although not necessarily in the same order) that you can find in the Environmental Effectiveness qualification. 'Performance Criteria' spell out what you need to do to demonstrate you are competent according to this national qualification, the level 2 award of EAL. Any terms in **Bold** refer to specific 'requirements' in EAL Level 2 Award. Each of these tasks in this workbook reflect the Performance Criteria in the award.

What is 'the Environment'?

The environment is everything that surrounds us – including ourselves. The Environment is divided into various states - 'land', 'air', 'water' and 'people'. There is constant interaction between these states, bringing changes all the time.

Whatever we do affects the environment. We create positive or negative impacts on the environment all the time, although those impacts may be some way away. When we drink water, we take the water from a tap, which takes water from a reservoir, which occupies land that somebody could live on. That water from the tap has caused impacts on **water** upstream, **land** at the reservoir and displaced **people**. It may also have impacted on the **air** by creating clouds above the reservoir.

It is hard to see these **environmental impacts** at first. We need to trace through our work activity to find out what the **impact of your work activities on the environment** may be. Sometimes these impacts may be local, or they may be hundreds of miles away, and sometimes they are thousands of miles away.

Turning a light on does not seem to have any impact at first. But if you follow the electricity, you will find a power station burning fossil fuel (coal, gas or oil) that is having negative impacts on the local environment in terms of smell and noise, but is also having worldwide impacts on the contribution to gases like carbon dioxide that are helping to heat the earth up.

Work activities can often lead to contamination of land, air and water by substances that shouldn't be there. **Soil contamination** or **water contamination** is when land or water is contaminated by substances discharged as waste such as metals and pesticides. This contamination may be harmless - or harmful, when it is called **pollution**.

Each of the impacts is minor, but when we add them up, they can cause some serious problems. Perhaps the biggest environmental concern at the present is that the earth may be heating up due to the way we run our businesses. Gases, produced by burning **carbon fuels** (fuels derived from natural sources) are acting like a layer of glass in the outer atmosphere, thereby trapping the heat and reflecting it back to the earth. The gases that contribute to this 'Global Warming' are now called "greenhouse" gases and include carbon dioxide and methane.

Matters are made worse by chopping down forests, usually called **deforestation**. When tree cover is removed, it can often lead to **soil erosion**, where the soil gets washed or blown away. Forests are called the 'lungs of the earth' because they breathe in the "greenhouse" gases, like carbon dioxide. While there is debate over how fast the earth is warming, there is little debate that '**Climate Change**' is now taking place. But nobody really knows how our climate is going to change. Climate change should not be confused with "ozone depletion" which is a completely different impact, where substances called CFCs damage the chemical ozone in the outer layers of the stratosphere.

Work and the Environment

Everything we make and do affects the environment. While at work, we produce over 750 million tones of steel, 500 million tones of milk, 70 million TVs and 30 million cars each year worldwide. These are called “goods”, because many people want them. When we make these things, or carry out any number of services, we alter parts of the environment. Whether in a factory, office, farm, we alter the land, air and water.

At the same time that we produce goods, we also produce some “bads”. There are impacts on the land, air or water that may be harmful in a number of ways. In just one year, globally, we:

- Put 4.5 billion tones of carbon into the earth’s air
- Destroy 150 thousand sq kilometers of rainforest
- Contaminate the oceans with 10 billion tonnes of waste

In order to have these environmental impacts, workplaces are interconnected across the world. Any workplace will have an overall **work activity** (E.g paper mill), that consists of any number of **work activities**, e.g. send letters, make photocopies.

Your **Work activities** are those jobs that are undertaken as part of your own work. Work activities are what you do e.g. ‘make photocopies’. **Work activities** are mixtures of **energy sources**, **resources** being used by **work practices** to produce goods and waste.

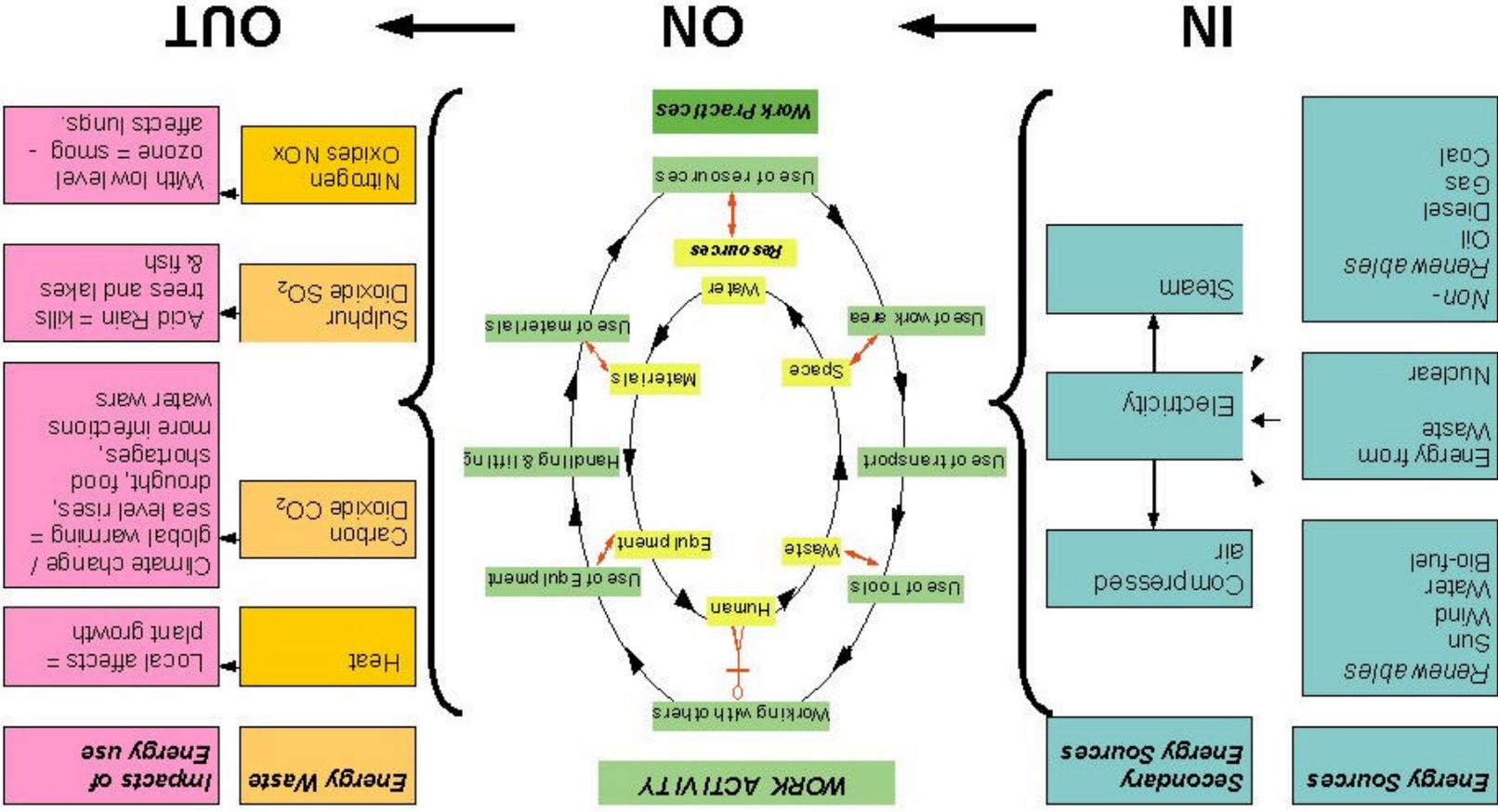
Whatever you do involves using **energy sources** of some sort (even if it is only your own energy) and **resources**. *How* you use these energy sources and resources (e.g. paper is copied double sided, machine shut down after use) is determined by the customary ways of working in your organisation – and are known as **work practices**.

Energy sources may be primary – straight from nature, or secondary, such as **electricity**, **steam** or **compressed air** – a more convenient form derived from primary sources. Energy sources are either renewable – such as **sun**, **wind**, **water** and increasingly bio-fuel, or they can be non-renewable. This means once these sources have been used, that is it. Non- renewable fuels include **coal**, **oil**, and **gas**.

Resources are parts of the environment that can be costed. This includes **energy sources** as well as raw **materials** and **water**. **Resources** can also include **time** and **space**, any **equipment** and the most valuable resource of all - **manpower**

Look at the diagram to see how **work activities** may use **work practices** to control **energy sources** and other **resources**, to produce products and waste. The diagram highlights the energy elements of **work activities**.

$$\text{Energy} + \text{Resources} + \text{Work practices} = \text{Work Activity}$$



TASK 1 What is Your Work Activity?

PC 1a)...gather Information about the impact of your work activities on the environment

Learning Outcomes

At the end of this activity you will be able to

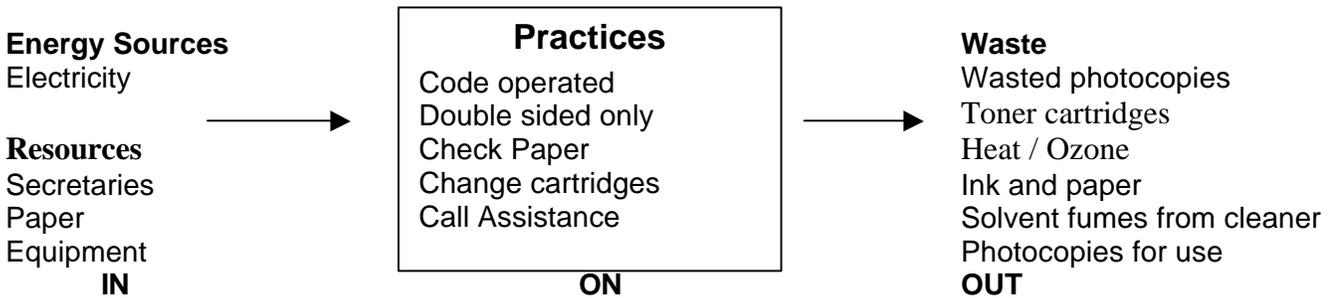
- Describe your work activity
- Identify the energy and resources coming into your work activity
- List what goes on and out

Assessment Criteria

- Diagram of your work activity indicating the flow of energy, people and resources.

Your **work activities** are made up of **work practices** that **use energy sources** and **resources**. When **energy sources** and **resources** come *in*, they are used to carry *on* your **work practices**, which make products or services and **waste** that go *out*. That overall process is the **workplace activity**.

e.g. WORK ACTIVITY – Photocopying



Task

Look at the diagram of energy @ work, and draw a diagram of YOUR own workplace by showing what goes in, on and out of your workplace, including:

- **energy sources**, and other **resources** such as people and raw materials.
- **work activities** that are carried out by **work practices**
- product/service and **waste**

TASK 2 Identify Impacts of Resources.

Inc PCs 1.a Identify...the impact of your work activities on the Environment

Learning Outcomes This activity picks up

Identify main environmental impacts contributed by resources in a work activity

Assessment Criteria

Table below

Environmental impacts are the potential impacts on people and the natural environment created by the use of **resources** to carry out your **work activity**. Read the text “What is the environment” to find out more about ‘**environmental impacts**’.

Resources

Using the diagram you made of “what is your work activity?”, identify the environmental impacts associated with two **resources** of your own **work activities**. These impacts may be local or well away from where you work..

Some of the impacts associated with your work activities are:

| RESOURCES | IMPACT/Land | <i>Air</i> | <i>Water</i> | <i>People</i> |
|-------------------|--------------------|--|---------------|---------------|
| eg use of paper | Deforestation | Smoke | Contamination | H&S risks |
| eg use of solvent | | Mix with Nitrogen oxides to make ozone | Pollution | Addiction |

Complete this table on how 2 **resources** used in your own **work activities** might have an impact on the environment and people.

| <i>IMPACT</i> | <i>Land</i> | <i>Air</i> | <i>Water</i> | <i>People</i> |
|------------------|-------------|------------|--------------|---------------|
| RESOURCES | | | | |
| | | | | |
| | | | | |

TASK 3 Identify Impacts of Energy Sources

PC 1 a) & Evidence Requirement A

Learning outcomes

At the end of this activity you will be able to:

- Identify the environmental impacts associated with energy sources in your work activity

Assessment criteria

- Completed table (below) for the impacts of **one** energy source.

Virtually all work activities use vast amounts of fuels that are not going to last forever. In the UK, the main fuels are **coal, oil/diesel** and **gas**, collectively called “fossil fuels” as they depend on resources created by life many millions of years ago. These fuels have two major environmental impacts. Firstly they are non-renewable – once we have used all the coal and oil in the next hundred years or so, that is it - forever. Also, when burnt, they produce carbon dioxide that is the main contributor to climate change. Sulphur is also released which contributes to acid rain killing forests and polluting lakes.

Fossil fuels (**coal, oil/diesel** and **gas**) impact on the environment in terms of land, air, water and people.

Land: Land is contaminated by mining and oil recovery. Land is also affected big holes in and under the ground, causing a reduction in the species of plants and animals. *contamination, big holes, loss of biodiversity*

Air: The burning of **carbon fuels** creates carbon dioxide in the atmosphere contributing to the global warming/climate change. *climate change Acid rain*

Water: Water is warmed at power stations often warming nearby sea. Also pollution from oils spills. *spills*

People: Laws were introduced to stop air pollution from coal burning. *smog can cause asthma*

A small proportion of energy use in the UK is based on ‘renewable’ supplies such as **wind, water** or **solar**. But not everybody likes wind farms. The Government commitment is for 5% of all electricity in the UK to be met by renewable sources by the year 2003, increased to 10% by 2010. **Nuclear power** is responsible for about 25% of energy, but has severe concerns about its safety, and its waste is radioactive for the next few thousand years.

Compressed air is a secondary source of energy almost always using electricity.

Task

Identify the two **sources of energy** (one you use in one of your **work activities**, one you don't use) **from the list** “**compressed air, oil, nuclear power, electricity, diesel, wind, gas, carbon fuels, solar power, water, steam,**”.

Complete the environmental impacts associated with this energy source. (e.g. photocopier uses electricity, compressor uses compressed air).

| Environmental impact on... | Activity | Land: | Air: | Water | People |
|-----------------------------------|-----------------|--|---------------------------|--------------|-----------------------|
| Energy Source | | | | | |
| e.g. Carbon fuels | Photocopying | contamination, big holes, loss of biodiversity | Acid rain, climate change | Oil spills | smog can cause asthma |
| 1 | | | | | |
| 2 | | | | | |

TASK 4 Measure and Monitor Energy and Resource Use

PC 1b

Learning Outcomes

At the end of this activity you will be able to:

- Monitor and record energy and resources used for your work activity
- Locate energy costs for your organisation/site/unit/workplace

Assessment criteria

- Records of monitoring energy and resource use
- Statement of energy costs

Task

Monitor your chosen work activity and record the energy used and two of the resources associated with this activity. Record (below) the use of energy and resources on a number of occasions. This provides a monitor of usage.

Example Photocopier

Energy – hours copier left switched on,

People - number of times machine is used in a chosen time, such as 1 or 2 days or 1 week.

Paper – amount of wasted copies

| Time | Energy | Resource 1 | Resource 2 |
|--------------------------------|--|---|--|
| <i>Eg Day 1 from 9.00-1700</i> | <i>Checked every hour On all the time= 8 hours</i> | <i>People – 9 users total use 50 mins</i> | <i>Paper: 462 single sided copies made</i> |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL | | | |

Write a short paragraph explaining what you have done,

List any problems (including time constraints, access difficulties, costs, lack of response) you had trying to get information. Outline what you did to overcome these

Provide **statement of energy costs** for your organisation

| Working with others | Use of equipment | Handling & lifting | Use of materials | Use of resources | Use of work area | Use of transport | Use of tools |
|---|--|---|---|---|--|---|---|
|  | Clean | Haul | Mix | Allocate | Clean | Collect |  |
| Team work | Calibrate | Move | | Monitor | Light | Drive | Drill |
| Communicate | Operate | Carry | Stir | Measure | Heat | Refuel | Screw |
| Write | Switch on/off | | Combine | Weigh | Ventilate | Service | Knock |
| Co-operate | Shut down | | Separate | Save | Insulate | Deliver | Press |
| Contribute | Repair |  | Shred/ Extrude/ Grate/ Chop |  | Store | Fill up | Spray |
| Advise | Adjust | Bale | Sort | Count | | Load | |
| | Regulate | Grip | Prepare | | Work time | | |
| | Run | Lever | Count | | Cool | | Solder |
| Partner | Tune | Load | Weigh | Calculate | Tidy | Maintain | Clean |
| |  | Bend | Pack | Conserve |  | Convey | |
| Share | Modify | Pick up | Order | | | Tune | Punch |
| Involve | Tweak | Winch | Heat/cook/ Melt/burn | Find | Open/close windows/doors |  | |
| Mentor | Maintain | Shovel | Wash | Estimate | | Check | Mince |
| Request | Service | Fill |  | | | Plan Routes | Weld |

TASK 5 Identify Work Practices that Lessen the Impact on the Environment

PC 2a

Learning Outcomes

At the end of this activity participants will be able to
Identify work practices that lessen the impact on the environment

Assessment Criteria

The assessor will look for
Completed table of how workplace practices may impact on the environment

Work practices are the *particular* way in which you carry out your work in your own workplace. Work practices are made up a mixture of formal and informal procedures. The procedures determine how much is used, how often and by whom and should also cover health and safety. Strict work practices are covered by procedures set by your organisation's rules and regulations. Or they may be less formal and are the customary ways of working within your organisation. We will want you to look for work practices that waste (poor or uneconomic use of) energy and resources.

e.g **Work activity**: photocopying

Making a photocopy is an activity. The way you load the paper, how frequently you clean the machine, controlling the energy source such as leave switched on continuously, order in which you press the buttons for different settings are the **work practices** you carry out in order to make the copy.

Work practices include **use of equipment, resources, tools** and **work area**. Find three **work practices** that are part of the work activity you have already identified. If you want to switch off a light (**use of equipment**), then somebody may have to do it (**working with others**) and you would be making better **use of resources**.

Use of tools describes how you may use a movable instrument to effect change, often involving the **use of materials**, often derived from natural sources. When materials are used, it may involve **handling and lifting** and / or considered **use of work area**.

Look at the diagram you made of you work activity, and see what work practices you can identify that correspond to the following principles that **lessen impact on the environment**.

Use of Energy

Most countries could reduce their energy consumption by 10-20% simply by adopting the most efficient technologies currently on the market. There are wide variations in energy efficiency across the world. The USA requires 19 Giga Joules (GJ) of energy to produce a ton of paper, the EU over 14 GJ and Japan less than 9 GJ.

By using the most efficient new lighting, motors, appliances, and insulation currently available costs are below that of operating the fossil fuel or nuclear power stations - even if building them cost nothing So why don't more companies adopt energy efficiency?

Most companies see energy efficiency as a cost rather than an investment. While the engineer will see the “payback” (where the average of energy efficiency measures is less than 2 years), the accountant needs to see it as “a risk free return after tax”. Then they will see it can be better (27% return for average energy efficiency) than other investments.

Work practices that contribute to energy efficiency, and thereby **lessen the impacts on the environment** include those that reduce consumption, control usage, substitute **energy sources**, save energy, and maintain **equipment**.

Resource Usage

Resources include materials, people, time, space, equipment and water. Material resources can come from natural sources that may be renewable, such as rubber and wood. Other resources are said to be “finite” if they are limited and include minerals.

Efficient resource use not only saves use of finite resources, such as coal and oil, it also leads to less pollution of the air, water and land. This minimises wastes at source and risks to the human population and the environment

For production processes, efficient resource use conserves raw materials, water and energy, eliminates toxic raw materials and reduces the quantity and toxicity of all emissions and wastes into water and into the atmosphere, and of waste. This fits with moves to *integrate* pollution control and moves to bring quality and environment systems together.

Work practices that contribute to cleaner production, and thereby **lessen the impacts on the environment** include those that reduce raw materials, monitor use, substitute substances, suppress escapes, contain pollutants.

Task

Identify three **work practices** you carry out in terms of **energy sources** and **resources**

| <i>Practice</i> | Energy Sources | Resources |
|---------------------|-----------------------|------------------|
| Use of Tools | | |
| Use of Equipment | | |
| Use of materials | | |
| Working with others | | |

| | | |
|--------------------|--|--|
| Handling & Lifting | | |
| Use of work area | | |
| Use of transport | | |
| Use of resources | | |

Task 2

Identify a further three examples of **work practices** related with waste minimisation and water conservation. This will help you later when you try and find work practices that you or your colleagues can carry out.

Waste Minimisation

About 4 billion aluminium cans are used each year in the UK; If recycled these would be worth around £38 million. The annual consumption of paper and board is about 13 million tones, 40% of which were subsequently recycled. 5 million tonnes a year is landfilled. Each year we buy 634 million batteries, most ending up in dustbins, and then into landfill sites, where, if their heavy metals leach out into the soil and water supply, can cause damage to people and to the environment.

Approximately 60% of the total plastic waste is packaging, which typically has a 'life' of less than 12 months. About a third of plastic packaging waste, 500,000 tonnes, is commercial. Electronic parts waste is becoming an important issue. Electrical waste varies from digital watches to fridges and TVs. Electronic goods contain a complex mixture of metal and glass, plastics, ceramics and precious metals.

Most people underestimate the costs of waste. In one study, companies in Leicester were asked companies how much they thought the waste costed and they worked out that it came to £1/2 million, based on the cost of skips. However, when the costs of wasted raw materials were calculated in terms of wasted labour and wasted process time in producing the waste the cost was 12.5 million - 25X the estimated cost.

Work practices that contribute to waste minimisation, and thereby **lessen the impacts on the environment** include those that recycle parts, repair machinery, restore **tools** return containers, and recover materials.

Water Conservation

1,500 gallons of water are needed to produce 1 pint of beer. There is no 'new' water. Nearly 97% of all the water in the world is salty and undrinkable, occurring as oceans and seas. Approximately 2% of all water is tied up in ice as glaciers and at the North and South poles. This leaves only 1% of all water on earth available for our use. More and more people want to use this same amount of water. There may be wars over water in the near future.

We take water for granted in the UK. Turn on the tap and out comes clean drinking water. While it seems to rain all the time, only a tiny amount of rainwater is ‘caught’ in reservoirs and it costs a lot to supply it for our use. And we just flush it away!

The earth’s temperature is regulated by the water cycle that we see as ‘weather’. Polluting it, causes contamination many miles away. Toxic chemicals and other pollutants are increasingly contaminating our freshwater. These come from our industrial processes, spills, domestic waste, and run-off from our roads and farms. They make treatment for drinking water increasingly difficult and costly and threaten our wildlife.

Work practices that contribute to water conservation, and thereby **lessen the impacts on the environment** include those that re-use water, conserve water, treat water, bund containers and contain spillage.

| <i>Practice</i> | Water Conservation | Waste Minimisation |
|---------------------|---------------------------|---------------------------|
| Use of Tools | | |
| Use of Equipment | | |
| Use of materials | | |
| Working with others | | |
| Handling & Lifting | | |
| Use of work area | | |
| Use of transport | | |
| Use of resources | | |

*You can use any of these practices above whenever we say “**work practices that lessen impacts on the environment**”*

Task 6 Find Internal Instructions

PC 1d

Learning Outcomes

At the end of this activity you will be able to:

- Find instructions for **work practices** that **lessen the impact on the environment**
- **Compare the use of energy and resources** for your chosen activity **with ways in which you have been instructed to use them.**

Assessment criteria

- Annotated copies of three examples of work related information identifying instructions for energy and resource use
- Chart of existing **work practices that lessen the impact on the environment** with comparison notes

You have already identified work practices that lessen the impact upon the environment. Some of these may have formerly been put in place by your organisation and will be part of the company **environmental and/or energy policy**. Other work practices may be less formal and more a matter of “custom and practice”. Your internal instructions, work procedures or other practices may help the company meet its environmental targets.

An **environmental or energy policy** is a formal statement of the **environmentally responsible work activities** of your organisation and should be signed by the Managing Director and allocate responsibilities for carrying out the policy. There is no legal requirement to have an environmental policy. If a company wants to comply with international environmental management standards, they have to produce an environmental policy.

As a result of this policy, or as a result of specific schemes such as **energy efficiency** or **waste management**, there may be written procedures to ensure environmental practices are followed - just as there is in health and safety.

Best Practice Guidance is usually issued by your industry sector for all organisations in that sector to follow voluntarily. Companies generally prefer this approach rather than a strict reliance on law.

One example is the Energy Efficiency Best Practice Programme series of guidance booklets, some of which you may collect as part of Task 7

Codes of Practice are usually produced by government agencies and are like the Highway Code: they are not strict regulations, but can be used in evidence. Codes provide practical guidance on complying with the law: e.g. there is a Code of Practice governing the ‘Duty of Care’ in waste disposal. You may also come across codes of practice issued by other organisations that explain what you are expected to do.

Task

- 1 Pick any three practices you identified in Task 5.1 regarding the **use of energy and resources**

- 2 Find any evidence relating to them from among:
- The **Environmental Policy** for either your organisation / site / unit / workplace
 - The **Energy Policy** for either your organisation / site / unit / workplace
 - Workplace procedures
 - Internal or **Best Practice Guidance Notices**
 - Internal or External **Codes of Practice**

Collect copies of **three** examples of instructions on your **use of energy (1) and resources (2)**

2 List under the headings below any work practices that lessen the impacts on the environment. that you already carry out relating to your company's policies and instructions.

| | <i>Example</i> | <i>Energy efficiency</i> | <i>Resources 1</i> | <i>Resources 2</i> |
|--|--|--------------------------|--------------------|--------------------|
| 1. Work Practice (from Task 5.1) | <i>Switch Off Equipment</i> | | | |
| 2. Instruction (from Policy, Code or Best Practice Guidance) | <i>Switch off according to Energy policy</i> | | | |
| 3. Comparison = similar, same, or different – better /worse in practice | <i>Different – worse in practice</i> | | | |

Note: Resources 1 & 2 can include water and waste.

If you cannot find any instructions or policies relating to the use of energy and resources get the following statement signed by your manager or supervisor.

This company has no policies relating to either energy or the environment. There are no written or other formal instructions and procedures relating to the use of energy and resources.

Signed:

Position:

Date:

TASK 7 Identify Opportunities

PC 1f & 2a ('Select')

Learning Outcomes

At the end of this activity you will be able to:

- Identify ways in which **energy and resources can be used more effectively** at work.

Assessment Criteria

- List and brief explanation of three opportunities for improved energy and resource use.

Task

Identify ways in which energy and resources can be used more effectively . You are in the best position to spot opportunities for **energy and resources to be used more effectively** with improved **work practices**. Look at what you already do [task 6] and ask yourself what else you might be able to do.

Ask yourself these sorts of questions:

- Can you use other, more renewable, materials (e.g. wood rather than plastics)?
- Are there ways to reduce our energy or resources (e.g. materials, time, waste)?
- Can people contribute to environmental impacts (e.g. remove duplication of tasks)?
- Do we use equipment properly (e.g. switching off, reducing power, reducing temperature, timing, maintenance changes, start up)?
- Can space be used more efficiently (e.g. lighting, heating and insulating issues)?
- Is water conserved (e.g. use of steam, temperature of water, dripping taps/pipes)?
- Is waste minimised (reduce, re-use, recover and recycle)?

Indicate **work activities** and **work practices** that you could carry out that use energy, resources, waste and water in ways that lessen the impact on the environment.

e.g. Work Activity: Photocopying:

- **Energy** = switch off when not in use. This will save energy
- **Resource manpower** = use at set times of the day only, training for more efficient use and reduce wasted copies. This will save energy, reduce the amount of paper used and be more efficient use of staff time
- **Resource materials** = more use of double-sided copies. This will save energy and staff time and reduce amount of paper used

| | OPPORTUNITY | HOW THIS LESSENS IMPACT |
|---------------------------|-------------|-------------------------|
| Energy Efficiency | | |
| Resources | | |
| Waste Minimisation | | |
| Water Conservation | | |

External Organisations and campaigns

Organisations that can help you lessen environment impacts caused by work activities:

Energy Efficiency Best Practice Programme encourages organisations to improve energy efficiency by publicising best practice. The web site <http://www.energy-efficiency.gov.uk/> contains loads of case studies, downloadable publications and 'on-line tools', such as energy clipart Tel: **0541 542541**

Action Energy: <http://www.actionenergy.org.uk/> and **0800 58 57 94** and taking over the EEBPP site

Carbon Trust: <http://www.thecarbontrust.co.uk> and **020 7170 7000** looks into the carbon economy

Energy Saving Trust: <http://www.est.org.uk/> and **0800 512 012** to find a local advisor for homes and small businesses

National Energy Foundation: <http://www.natenergy.org.uk/links.html> and **0800 512012** for all sorts of energy links and local advisors

Energy Efficiency: <http://www.saveenergy.co.uk/index.cfm>. Energy Efficiency Action Pack, email actionpack@est.co.uk and **0845 727 7200**.

Green Energy Website: <http://www.greenenergy.org.uk/> and **0800 138 0889**

Envirowise: <http://www.envirowise.gov.uk/> and **0800 585 794** are very helpful

Environmental Campaigns: <http://www.encams.org/index.html> and England Head Office **01942 612639**

"*Doing you Bit*" <http://www.doingyourbit.org.uk/> and **020 7944 6683** campaigns you to take more responsibility for the environment.

Planet Energy can be found at http://www.dti.gov.uk/renewable/ed_pack/index.html

Wastewatch <http://www.wastewatch.org.uk/> or **020 7089 2100** has lots of facts and tips.

WRAP (Waste Action Programme): <http://www.wrap.org.uk> and **0808 100 2040** aim is to create stable markets for recycled goods

Environment Agency: <http://www.environment-agency.gov.uk/> or call **0845 9333111** who will put you in touch with local office. EA combines water, waste and pollution agencies, enforces the law and to offers advice.

Groundwork Trusts <http://www.groundwork.org.uk> and **0121 236 8565** are the primary regeneration organisation in 40 towns throughout England Wales. <http://www.groundwork.org.uk>

Friends of the Earth <http://www.foe.org.uk>

Greenpeace <http://www.greenpeace.org.uk/>

Trade Associations. <http://www.brainstorm.co.uk/TANC/Directory/Welcome.html> lists all trade associations many of whom have responsibilities for Climate Change Levy

Federation of Environmental Trade Associations: <http://www.feta.co.uk/> or **01491 578674**

Trade Unions http://www.tuc.org.uk/tuc/unions_list.cfm for relevant union contacts

Practical help for Local Authorities: <http://www.practicalhelp.org.uk/>

Action Towards Local Sustainability: <http://www.sustainability.org.uk/system/map/map3.htm> for Energy, Resource, Waste and Transport Case Studies:

TASK 8 Find Outside Help

PC 1e & 1c

Learning Outcomes

At the end of this activity you will be able to

- Identify main useful/appropriate **external organisations**
- Contact external agencies requesting information

Assessment criteria

- Records of communication with **external organisations**
- Information obtained from external organisations.

In order to suggest how to lessen the impact on the environment, you are going to find information from outside organisations relating to the opportunities you identified in task 7 –You need to find out about what others have done to help you achieve **environmental effectiveness**. You will use this information later.

Task

1. Contact anybody from the list on the previous page who may be able to help you. Collect information on **initiatives and campaigns** about **energy efficiency, waste management practices, water** conservation and /or **resource use**. You can contact via letter, telephone, email or visit their web site. If you use the telephone you must make a log of the call and what was said as evidence for your portfolio. Make copies of your letters/emails/downloads and put in your portfolio
2. Select examples from the material you have collected that will help you to turn one of the opportunities you have identified into a recommendation **for reducing the impact of your work activities on the environment**. Keep all the information you have gathered, you will use more of this later on in the programme.
3. List how you took **prompt and effective action to overcome two problems accessing relevant information**. Indicate where you had problems accessing information, whether internally or externally. This includes time constraints, access difficulties, costs, lack of response) you had trying to get information. A problem may be as simple as no access to a phone. Outline what prompt and effective action to overcome problems you took.

| | Problem | How you overcame |
|---------------|---------|------------------|
| Time | | |
| Access | | |
| Costs | | |
| Poor Response | | |

TASK 9 Make Recommendations

PC 1g

Learning Outcomes

At the end of this activity you will be able to:

- **Make recommendations** to reduce the impact of your chosen work activity.
- Gain support for your recommendation

Assessment criteria

- Relevant choice of recommendation, method of presentation and target audience.
- Presentation notes and witness statement
- Feedback from recommendation

Task

You are going to make a recommendation to three different people based on ONE of the opportunities you identified in Task 8

1. Decide what you are going to recommend. Look at the possible **work activities** (and **work practices** in brackets) below to help you.

(

Energy Efficiency

- Co-ordinate Timings (eg. Timed switching on/off, computer shutdown)
- Reduce the energy use of equipment (e.g. reducing power, reducing temperature, timing, maintenance changes)
- Use space more efficiently (e.g. lighting, heating and insulating issues)

Resources

- Save resources (e.g. reduce materials,)
- Use manpower more efficiently (e.g. make switches more convenient/accessible, remove duplication of tasks)
- More efficient use of time

Waste minimisation practices

- Reuse and recycle
- Separate and sort
- Make less waste

Water conservation

- Conserve Water (e.g. use of steam,
- Reduce temperature of water,
- Maintain equipment (dripping taps/pipes)

2. Look through the information you received from any **external organisations**. Include any of this information in your recommendation to help you explain why your recommendation is a good idea.

3. Choose **three** from the following people/organisations to make the recommendation to.

- **Colleague(s),**

- **Supervisor** (s),
- **Manager** (s) (eg Training, H&S, Environment)
- **Supplier** (s) – internal or external, customer (s),
- **Trade Union Official**(s) (eg union or safety representative),
- **Trade Association.**

You will need to include the person (supervisor or manager) who can give you permission to carry out your recommendation. Before carrying out any of the work practices you are going to recommend you will need to request permission. What you have selected to do may affect others within the organisation or may **conflict with other systems or legislation (e.g. Health and Safety Regulations)**

Make sure you include an appropriate person to give your recommendation to.

- e.g. Your manager / supervisor/team leader.
 The person responsible for Health and Safety
 The person responsible for Quality Systems

4. Discuss with a responsible person at work the most appropriate procedure for making the recommendation. This may be informal (eg colleagues / supervisor) or formal (eg Trade Association). Formal procedures within a company include Environment Action Group, Health, Safety and Environment Committees, and Team Briefings.

5. Make your recommendations in the appropriate way to your chosen people/organisations stating what three **work activities** and **work practices** you want to change.

Use the following form to help make your recommendation. Give the relevant people your feedback form before beginning your presentation in order to obtain written permission to use work practices you are recommending.

Suggested format for your recommendation

Use these headings to present your recommendation.

Write a short description under each heading.

Make sure the people/organisations you make the recommendation to are clear about what you want to do.

TO:

(Name here your 3 chosen people/organisations who will read this recommendation)

I would be grateful if you would take the time to read this recommendation to reduce the impact of work activities. Please return to:

(Insert your contact details here)

AIM OF RECOMMENDATION

This recommendation will contribute to :

(choose from energy efficiency, waste minimisation practices, water conservation, improved resource utilisation).

DESCRIPTION OF RECOMMENDATION

(Short explanation of your recommendation in terms of your work activity and work practices)

HOW RECOMMENDATION SHOULD BE CARRIED OUT

(Describe exactly what you want to do, how you want to do it, and any tools or materials you may need)

BENEFITS OF YOUR RECOMMENDATION

Look at the environmental impacts you identified in Tasks 2, 3 & 5. List here how your recommendation might contribute to energy efficiency, waste minimisation practices, water conservation, resource use.

(Include information you obtained from external organisations' that will help to explain why your recommendation is a good idea)

COSTS OF RECOMMENDATION (if applicable)

(This may be real costs you know about or you may categorise costs as high, medium or low.)

ATTACH MINUTES OF RELEVANT MEETINGS

(Include whom you have discussed your recommendation with.)

REFERENCES/CONTACTS

(List the information you used in your recommendation that you collected in Task 8.)

Obtain this *completed* feedback form from your line manager, supervisor or other in authority who can give you permission to use the work practices you are recommending.

| RECOMMENDATION FEEDBACK FORM | | |
|---|-----------|-------|
| To: | Position: | Date: |
| From: | Reply to: | |
| I have identified this opportunity in my recommendation to reduce environmental impacts | | |
| To carry out this opportunity I would like permission like to use the following work practices: | | |
| 1. | | |
| 2. | | |
| 3. | | |
| I would be grateful if you would write your permission / decision here giving any restrictions and reasons: | | |

ACTIVITY 10 Use Work Practices

PC 2b

Learning Outcomes

At the end of this activity you should be able to :

- Use selected work practices

Assessment criteria

- Witness statement of observation of using work practices

You are now going to use those **work practices** that lessen the impact of your **work activity**. You will use those you identified and gained permission for in your recommendation Task 9.

Task

Use three work practices you have obtained permission for in your recommendation Task 9.

Obtain a completed witness statement from someone who has observed you, or ask your assessor to come in and observe you carrying out your selected work practices.

Blank witness statements for completion are at the end of this workbook.

TASK 11 Identify and report problems

PC 2c

Learning Outcomes

At the end of this activity you will be able to:

- Identify problems in using selected work practices
-

Assessment Criteria

- Completed chart identifying problems

There are always going to be some problems when trying to do things differently. These could include, working with others (social), not the right tools (technical), too expensive (economic), but could be connected with any other work practices too – e.g conflicts with health and safety procedures.. You will need to record the **problems**, however minor, you have trying to use the work practices you have selected, [task 11] seek advice and **recommend** ways to overcome these [task 12].

Task

Identify **three** problems you had when trying to carry out selected **work practices that lessen the impact on the environment**.

| Practice | Social | Technical | Economic | Other |
|----------------------|---------------|------------------|-----------------|--------------|
| Use of tools | | | | |
| Use of equipment | | | | |
| Use of materials | | | | |
| Working with others | | | | |
| Handling and lifting | | | | |
| Use of the work area | | | | |
| Use of transport | | | | |
| Use of resources | | | | |

Task 12 Agree solutions to problems

PC2d & PC2e

Learning outcomes

- **Recommend ways to overcome problems**
- **Agree with relevant personnel actions to overcome problems**

Assessment criteria

- Notes of meetings/discussions with relevant personnel

Task

Using the information from your chart in Task 11 **recommend ways to overcome problems**. Identify and meet with the relevant personnel who can advise you to e.g. with your supervisor/manager/team leader, H&S, quality representative

Discuss the problems and recommend your possible solutions -**agree with the relevant person the action you will take** and record their comments.

Choose two of the agreed solutions, one involving colleagues and one other to implement and write a sentence describing what you are going to do:

1. Recommendation:.....
e.g. inform others (encourage colleagues Element 3)

Agreed actions to carry out.....
e.g. make poster & put in canteen (encourage colleagues Element 3)

Name & position of person discussed actions with.....

You will carry out recommendation 1 as part of the later tasks 'encourage colleagues'

2. Recommendation:.....

Agreed actions to carry out.....

Name & position of person discussed actions with.....

keep copies or notes of discussions you have had for your portfolio of evidence.

TASK 13 Implement agreed actions

PC

Learning Outcomes

At the end of this activity you will be able to

- Carry out agreed solutions.
- **Report the outcomes to relevant people**

Assessment Criteria

- Witness statement / assessor observation from people who saw you carry out solutions to problems with **selected work practices**

Task

Complete the actions you have agreed for recommendation No.2, get someone to observe you carrying out these actions.

Write a short paragraph for your supervisor/team leader/manager explaining how the actions you took to overcome problems have helped you **implement** selected work practices.

You now have a choice. You can either

Encourage your colleagues to use work activities and practices that lessen the impacts on the environment. Go to next page.

OR

Promote environmentally responsible activities with stakeholders. Go to “[Promote to Stakeholders](#)” (page 35)

ENCOURAGE COLLEAGUES

You have already identified the work practices that help energy efficiency, waste minimisation, water conservation or resource use, in earlier tasks.

You are going to become a ‘go between’. You will ask colleagues to look at possible good practices, then ask their judgement. You are going to ask their opinions of what is going on already in order to involve them and thus partly encourage their involvement.

By participating in the survey our colleagues will identify other opportunities to lessen the impacts on the environment. You then use these to approach a key person to outline possible opportunities and request permission to do what your colleagues suggest. You will then come back to your colleagues to explain what is going to happen as a result of your meeting. Finally you will get your colleagues comments, as evidenced by a witness statement.

TASK 14 GREEN MARK

Learning Outcomes

At the end of this activity you should be able to

- Review the ways you and your colleagues carry out work activities in relation to environmental impacts

Assessment criteria

- Completed and scored Green Mark demonstrating current work practices
- Evidence of circulation of results of Green Mark (suggest either witness statement from colleagues, copy of newsletter, email or other method)
- Notes of further opportunities to lessen environmental impacts

Task

1. Look at the Green Mark

2. Decide where you and your organisation fits each of the four approaches to environmental effectiveness on the scale from beginnings (1) to best practice (5):

| <i>Work Activity that lessens impact on environment</i> | 1.Monitoring | 2 Simple measures | 3 Targets Set | 4.Comprehensive measures | 5 Total Management system in place |
|---|---|---|---|---|---|
| <i>Energy Efficiency</i> | Measures of energy use collected | Improvements in energy use demonstrated | Future targets for improved energy use agreed | Equipment geared to energy efficiency in purchase and use | Total Energy Management System |
| <i>Waste Minimisation</i> | Amount of waste calculated and raw material use | Waste Streams introduced | Discussions with contractors, Targets for reduced | Waste Hierarchy in place | Zero waste |

| | | | | | |
|---------------------------|-------------------------------|---|---------------------------------|--------------------------|-----------------------------|
| | measured | | raw materials | | |
| <i>Water Conservation</i> | Amount of water used recorded | Simple water conservation techniques introduced | Future targets for water agreed | Integrated water systems | |
| <i>Resource Usage</i> | Raw materials measured | Alternative substances used – more natural /renewable resources | Targets for material use | | Statistical Process Control |

3. EITHER

Write and circulate a **memo** to colleagues, you may send by email, that summarises the position of your organisation in relation to each approach and the overall total (4 X 5 = 20)

Are there other aspects of work, with resource implications that could be included in the Green Mark e.g Transport, Food.

OR

Produce a short **Newsletter**, including the results AND indicating where YOU consider there are further opportunities to lessen impacts on the environment in one of the approaches to environmental effectiveness. Give out the newsletter.

Time

1 -2 hr

TASK 15 Provide Information

PC 3c

Learning Outcomes

At the end of this task, candidates will be able to:

Make a **newsletter** [or poster explaining environmental impacts of work activity]

Assessment Criteria

The assessor will be looking for

A short **newsletter** or poster

Task

Either make a short (1page) **newsletter** to give to your colleagues, or a **poster in a prominent place**, that explains:

- Main work activities and practices
- Impact on the environment

You may also want include any information you received from outside bodies.

Make sure the **newsletter/poster** is **clear, relevant** and has **sufficient information** to explain the main impact of your work on the environment

Circulate handout or display poster to colleagues you identified in Tasks 11 & 12

TASK 16 Encourage Colleagues

PC

Learning Outcomes

At the end of this activity you should be able to:

- Identify opportunities for you and your colleagues to lessen impacts on the environment.

Assessment criteria

- Completed survey
1. Task
 2. Handout the survey (below) to a group of 5 or 6 colleagues, include those you have given your newsletter to.
 3. Explain to each about **work practices** based on the principles of energy efficiency, resource use, waste minimisation and water conservation **that lessen the impact on the environment**
 4. Ask them to spend a few minutes completing the form, saying that their comments may make a difference. Give set amount of time for replies
 5. You can either leave colleagues to complete on their own, or help them
 6. Get each colleague to identify 3 possible practices that could be improved

Environmental Effectiveness Survey

Thank you for taking part in this survey which aims to identify where improvements can be made in **work activities** or **practices** to **lessen the impact on the environment**

Name

Position

Give 3 examples of where you consider more could be done at work to lessen impacts on the environment of your work activities and practices:

Fill in three squares in the grid below

| <i>Practice</i> | Energy Sources | Resources | Waste | Water |
|---------------------|-----------------------|------------------|--------------|--------------|
| Use of Tools | | | | |
| Use of Equipment | | | | |
| Use of materials | | | | |
| Working with others | | | | |
| Handling & Lifting | | | | |
| Use of work area | | | | |
| Use of transport | | | | |
| Use of resources | | | | |

2. Have you any suggestion that would help the introduction of environmental practices at your work?

3. Put a circle round which of the following you consider most likely to encourage environmental improvements: a) **quality systems**, b) **suggestion schemes**, c) **networking**?

TASK 17 Adopt Improvements

Learning Outcomes

At the end of this activity you should be able to:

- Present opportunities to **relevant people**
- Request feedback

Assessment criteria

- Copies of correspondence and/or witness statement
- Documented feedback

From the survey and the Green Mark you and your colleagues have now identified other opportunities to change work practices to lessen the environment impacts together with the main reasons why colleagues would adopt them.

Task

List the opportunities your colleagues have recommended, write a short sentence about each one . Send to two of the following and request feedback on whether the company can adopt these recommendations or not.

- Managers
- Supervisors / Team Leaders
- Suppliers (internal / external)
- Customers (internal / external)
- Trades Union Official
- Trade Association representatives

| RECOMMENDATION FEEDBACK FORM | | |
|--|-----------|-------|
| To: | Position: | Date: |
| From: | Reply to: | |
| In carrying out a survey the following opportunities have been identified to reduce the environmental impact of work activities: | | |
| | | |
| 1. | | |
| 2. | | |
| 3. | | |
| I would be grateful if you would please comment on these giving any reasons why they can or cannot be implemented. | | |

Time 1-2 hrs

TASK 18 Obstacles to Progress

Learning Outcomes

At the end of this activity you should be able to:

- Give clear explanations and reasons of why any particular suggestion could not be implemented.

Assessment Criteria

- List of reasons with short explanation of each, notes of discussions, observation

Task

Using the feedback from the previous activity meet with your colleagues and explain why any of their suggestions could not be carried out.

Make notes of discussions and colleagues responses, get someone to observe you and obtain a witness statement,

Now go to [Task 24](#) (Programme Review)

PROMOTE TO STAKEHOLDERS

This element aims to open up a dialogue with people outside work who may have an interest in what you do. This element sets out to relate more closely with stakeholders about environmentally responsible practices - to the benefit of both.

Who are Stakeholders?

Most business transactions are carried out between the supplier and customer. However environment matters affect a wider range of people. Some may be polluted, others may be concerned about the image or future plans. They are said to have a “stake” in the company, although they may not have any control over matters.

Stakeholders are individuals, groups or organisations who stand to benefit or lose from activities undertaken at your work. While employers and employees fit this description, stakeholders usually refer to people outside your workplace. They include local community, local authority, schools, shareholders, other companies within own group, other companies in the same sector and local trade union organisations.

Each of the individual, groups or organisations who stand to benefit or lose from work activities have different interests in your company. Each will differ something different.

The benefits for your organisation working with stakeholders are:

Find Better Solutions

Increase Mutual Trust

Lead to more socially and environmentally conscious attitude

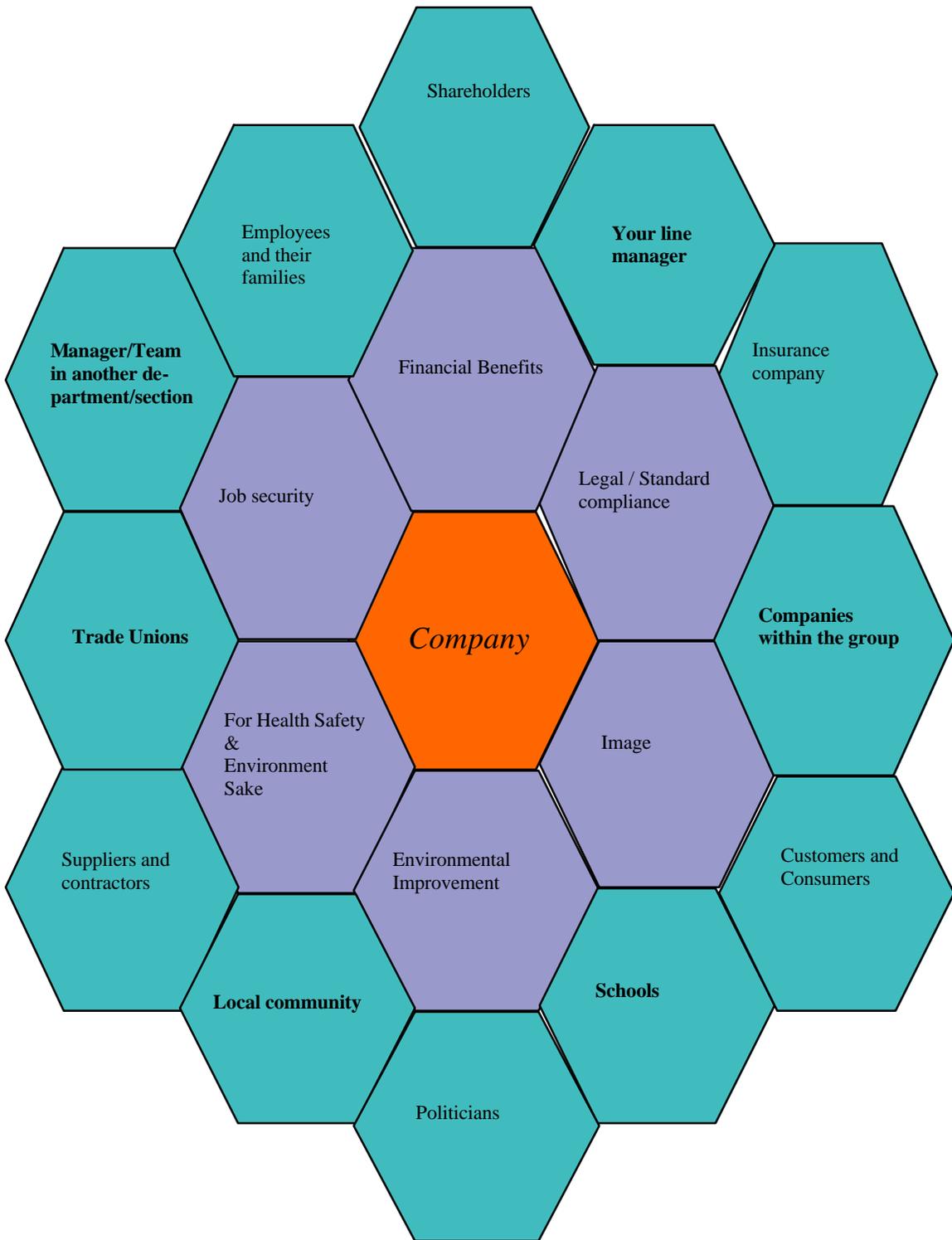
Make managers better informed

What are stakeholders interested in ?

Each stakeholder has different interests in **environmental responsibility in the workplace.**

Shareholders are individuals, or institutions, who have bought shares in your company, so have a direct interest in the financial benefits from the company. Other companies within the group are likely to be interested in supply chain demands and compliance with environmental management standards. Other departments are interested in job security, while trade unions prime dialogue is with job security and health and safety.

Your local community, whether residential or industrial, has a direct stake in the environmental impacts created by work activities. In particular, they may want good practice in noise or chemical pollution control. Your family may have an interest in your organisation’s environmental performance. They may want to know what your organisation is doing to make sure the local area is not adversely affected by any of work activities. Some of your friends may want to know what contribution your organisation is making to improved environmental performance



STAKEHOLDERS INTEREST IN ENVIRONMENTALLY RESPONSIBLE WORK PRACTICES

Schools provide for the future and may be interested in both the environmental improvements and the company image as an example for its students to follow. Local clubs, like angling or conservation may already be involved with, or have an interest in , your organisation

Local authorities have a direct responsibility under an international convention called "Agenda 21" (Agenda for the 21st Century) to work with your organisation in promoting sustainable development. Your local authority should have produced a Local Agenda (LA 21) that involves your organisation in drawing up plans to ensure that development in the future takes into account more about the environment and social concerns as well as he economic concerns only. You may hear this referred to as the "triple bottom line". Some authorities now make targets for energy efficiency and waste minimisation that your organisation may be required to follow in the future.

Customers, both large and small, are asking more questions about how "environmental friendly" your product or service is. All sorts of organisations boast about their green credentials. Customers are beginning to question these credentials and ask ever more questions about "energy efficiency" standards.

TASK 17 Stakeholders Interests

PC

Learning outcomes

At the end of this activity you will be able to:

- Identify different stakeholders and the range of interests they may have
- Identify environmentally responsible work practices stakeholders may be interested in
- Choose stakeholders to make a presentation to.

Assessment Criteria

- Completed table
- Choice of stakeholders

Task

1. Look at the list of possible stakeholders. Identify who the stakeholders are by filling in the contact details, at least for 2 - 7.

| | STAKEHOLDERS | Contact |
|---|---|---------|
| 1 | Employees and families | |
| 2 | Your manager | |
| 3 | Other sections or work departments | |
| 4 | Other companies in your group | |
| 5 | Trade Unions | |
| 6 | Local School | |
| 7 | Local Community | |
| 8 | Local Club | |
| 9 | Local authority | |

| | | |
|----|---------------------------|--|
| 10 | Parish Council | |
| 11 | Lobby Groups | |
| 12 | Politicians | |
| 13 | Legislators | |
| 14 | Regulators | |
| 15 | Customers | |
| 16 | Investors | |
| 17 | Consumer Groups | |
| 18 | Suppliers and Contractors | |
| | | |

2 **Environmental responsibility in the workplace** is evidenced by the following:

Environment/energy policy and procedures

Best Practice Guidance

Codes of Practice

Good practice as identified in the "Green Mark"

Targets for energy efficiency, resource use, waste minimisation, water conservation

Public statement of environmental performance

Choose three stakeholders and indicate one from the above list each may want to know about.

| | Policy | Best Practice Guidance/ Code | Green mark score | Targets | Public |
|---------------|--------|---------------------------------|------------------|---------|--------|
| Stakeholder 1 | | | | | |
| Stakeholder 2 | | | | | |
| Stakeholder 3 | | | | | |

TASK 20 Good Environmental Practice

PC 4b & 4c

Learning Outcomes

At the end of this task, you should be able to

- Identify good environmental practices

Assessment Criteria

While you have been carrying out the various tasks for environmental effectiveness, you may well have made some judgements about some of the work practices you have encountered. Can you judge which of these practices are good and show **how the environmental impact of work activities has been lessened**? You may be able to recognise these **good practices** from experience at work or from contact with outside bodies.

Task

1. List 3 examples of **good practice** you came across, whether internally or externally.

| | Use of Tools | Equipment | Materials | Others | Handling | Space | Transport | Resources |
|-----------------|--------------|-----------|-----------|--------|----------|-------|-----------|-----------|
| Good Practice 1 | | | | | | | | |
| Good Practice 2 | | | | | | | | |
| Good Practice 3 | | | | | | | | |

2. Which of these is the best at showing the benefits of using good practice? Write a short paragraph explaining why there are social, economic and environmental benefits.

TASK 21 Prepare Stakeholder Letter

PC 2d

Learning Outcomes

At the end of this activity you will be able to:

- Provide **information on environmentally responsible work practices**
- Deliver **in a suitable format for stakeholders**

Assessment criteria

- Letter

You are going to outline and explain about **environmentally responsible work practices**, using evidence you have collected over the past few tasks. These **environmentally responsible work practices** include policies, codes, procedures, practices in the use of tools, equipment, materials, resources and other people.

You are going to communicate this information to a stakeholder in a **suitable format**

Task

Write a letter to a stakeholder, copied to another.

Introduce yourself and explain why you are writing to the particular stakeholder
List

- Key features of **environmental responsible work practices**
- Examples of **environmental responsible work practices**

Design a letter

Use this contents template as a guide to design your letter.

INTRODUCTION Explain who you are and why you are writing

EXPLAIN What is meant by ‘**environmental responsible work practices**’.

PROVIDE Examples of environmentally responsible good practices you identified earlier in Task 20.1 (*Insert here best practice guidance, codes, policies, procedures or work practices*)

EXPLAIN

Benefits of environmentally responsible good practices, as you identified in Task 20.2

- **ENVIRONMENTAL**
- **SOCIAL**
- **ECONOMIC**

Check with your supervisor or manager that the letter is in a **suitable format** for your chosen stakeholders and will **improve the relationship between your company and stakeholders**

- they will need some sort of permission/authority if writing to customers / suppliers and representing the company....

TASK 22 Make Stakeholder Presentation

PC 2 e & f

Learning Outcomes

At the end of this activity you will be able to:

- Present information to stakeholders
- Gain feedback

Assessment criteria

- Witness statement
- Feedback forms

Task 1

1. Decide which **two** stakeholder groups you are going to write to.
eg. **Your line manager, a manager and team in another department/section, trade unions, local community, schools, other organisations** (in activity 4.1 list), **companies within group**.
2. Discuss with others how you consider **the relationship between your company and the stakeholders** can be improved.
3. Send letter to relevant stakeholder and copy to another. Make sure letter is properly addressed and dated .
4. Include with your letter a Feedback Form like this

Your name and contact details here.

Feedback questions

- 1 Is the letter a suitable format for your needs?
- 2 Do you consider the chosen subject is important?
3. Do you think your organisation should be adopting **environmentally responsible work activities?**
- 4 Did you find the information of benefit?
- 5 Did anything surprise you?

5. Ask to meet in order to get the feedback forms back.

Task 23 Encourage relevant stakeholders

PC 4 g

Learning Outcomes

At the end of this task the candidate should be

- Environmentally effective!
- Advise and encourage stakeholders

Assessment Criteria

- Meeting Notes
- Witness Statement

Task

1 Arrange a meeting with **stakeholders** you sent letters to (either at the same time or separately) to collect the Feedback Form from the previous Task.

You may contact by telephone or e-mail if it is not possible to meet.

Prior to the meeting, (or telephone call) make a list of reasons *why* the **relevant stakeholders** should **adopt and use environmentally responsible work activities** and draw up a set of questions like the ones below:

- * Have you considered adopting any **environmentally responsible work activities** like our company?
- * Has my letter given you a better impression of **environmentally responsible work activities**?
- * Would you adopt any of the following **environmentally responsible work activities** and **work practices** such as energy efficiency, minimising resource usage, waste minimisation and water conservation.
- * What would encourage you to adopt **environmentally responsible work activities**?

2 Meeting Agenda

1. Ask questions based on the above that **encourage the use of environmentally responsible work activities**.

2. Receive **Feedback** (based on the returned form) on **the information you have provided**

3 Make notes of the meeting and Obtain Witness Statement

TASK 24 Review

Learning Outcomes

At the end of this activity you will be able to:

- Evaluate Environmental Effectiveness Programme

Task

1. List what you consider are the three main features of Environmental Effectiveness Programme

A

B

C

2. Do you consider that you can now: (tick for yes, cross for no)

- Explain the main features of environmental effectiveness
- Work with others to lessen environmental impacts of work practices
- Produce reports demonstrating benefits of environmental effectiveness

3. What parts of the programme did you find most useful / least useful

Most Useful

Least Useful

7. Who will you report to about the Programme and what will you say: (in 50 words)

Time 1 hr

If you would like to progress and carry out a longer Level 3 programme suitable for supervisors, team leaders, technicians and union representatives, you may like to consider the Environmental Practice Programme by visiting www.epaw.co.uk

WITNESS STATEMENT

I confirm that.....(name of candidate)

made a presentation to the following group.....

List some of those present

1. Name.....

2. Name.....

3. Name.....

1 Questions asked

2 Candidate's response

Date and Place

Please print name of witness

Witness's Position/ Job Title

Relationship to candidate

Both sign that the event took place:

Candidate

Witness

Signed
Position
Date