

<b>Unit Title:</b>	<b>Recycling, Managing waste</b>
OCR unit number:	D9
Life and Living Skill Area:	Home Management
Level:	Entry 2
Credit value:	2
Guided learning hours:	20

## Unit purpose and aim

The purpose of this unit is to help learners know what can and cannot be recycled and to encourage learners to recycle and reduce wastage in the home.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
<b>The Learner will:</b> 1 Know that there are different types of packaging	<b>The Learner can:</b> 1.1 Identify three different packaging materials  1.2 Identify typical uses of different packaging materials	<p>The learner shows that they can identify three different types of packaging materials. For example, they can identify three different common shopping items and state which items are packed in plastic, which are in card and which are in glass.</p> <p>The learner identifies that different types of products are packaged differently; for example liquids are packaged in glass or plastic to prevent leakage, dry goods such as pasta or rice, are packaged in cardboard, cellophane or paper, so that they are light and can be stacked or stored on a shelf etc. This information may be presented as a simple list, table or poster, as part of a discussion or question and answer exercise.</p>
2 Know that some materials can be recycled	2.1 Identify three different items for recycling	<p>The learner identifies that some materials can be recycled and identifies three or more different items for recycling. For example, the learner is provided with a selection of items and chooses three different ones that can be recycled, such as a newspaper, an aluminium soft</p>

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
	<p>2.2 Identify appropriate bins for recycling</p> <p>2.3 Identify an item that would not normally be recycled</p>	<p>drink can and a glass jar. With support, the learner accesses websites about recycling and identifies three different items that the websites state are suitable for recycling. With support, the learner identifies symbols on three different items which show that they can be recycled.</p> <p>The learner identifies two or more different types of recycling bins and the correct items that can be recycled in them. For example, glass, paper, clothing, shoes etc. The learner can be provided with access to either actual bins, images, or where appropriate, a description which includes the colour, any symbols or written instructions, of two or more recycling bins.</p> <p>The learner identifies an item that would not normally be recycled. For example, the learner is provided with a selection of items and chooses an item that would not normally be recycled. Items could include: a medical dressing, a confidential document or one containing personal information that has not been shredded, or items where the packaging states that they are unsuitable for recycling. With support, the learner accesses websites about recycling and identifies an item that the websites state is unsuitable for recycling. With support, the learner identifies a symbol or text/Braille guidance on an item which shows that the item is unsuitable for recycling.</p>
3 Understand that waste can be controlled	3.1 Identify two ways of reducing own wastage	The learner shows understanding that waste can be controlled by identifying two ways of reducing own wastage. The learner may keep a record of things they buy and check if the items or their packaging can be recycled. For example,

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	3.2 Give a reason for reducing waste	<p>the learner can choose to buy products with less packaging or items that can be recycled to reduce their waste. The learner can keep a simple diary or list of what they throw away and identify what they throw away and how they could reduce this. For example, buy smaller quantities of perishable goods and recycle some packaging and goods to reduce wastage. The learner makes use of recycling containers for used packaging and disposes of unwanted items in charity shops/recycling services to reduce their waste.</p> <p>The learner identifies one or more reasons to reduce waste. For example, with support, the learner accesses recycling or waste reduction organisations' websites to find a reason for reducing waste. The learner is provided with posters or leaflets in a suitable format and, with support where necessary, identifies a reason to reduce waste. The learner responds to discussion, role play or other audio/audio visual factual or drama based activities to identify one reason to reduce waste.</p>

## Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The method of assessment will be appropriate to the individual learner and may include annotated photographic evidence or witness statements. Where the learner has difficulty accessing recycling bins assistance may be given. Where it is not possible to access actual situation, practical tasks may be completed in a simulated environment.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

## Evidence requirements

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The evidence must show how the candidate has met the assessment criteria and witness statements should refer directly to the assessment criteria.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.