

**“PUTTING
ENVIRONMENTAL EFFECTIVENESS
AWARD (EAL LEVEL 2)
AND WORKBOOK
INTO PRACTICE
IN NORTH WEST SMEs”**

REPORT OF PILOT

Written by



ON BEHALF OF PARTNERS IN NW PILOT,
INCLUDING
ENWORKS, NW & BLACKBURN GROUNDWORK, EEBPP (now Action Energy),
and EMTA AWARDING BODY



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Summary

The main finding is that the Environmental Effectiveness Award works and enables people working under supervision to reduce the impact on the environment of their work practices and gain national recognition for doing so. The potential is enormous.

Candidates need support from their colleagues, management and external providers in order to demonstrate the required competencies. With support, employees were able to make a significant contribution to reducing impacts upon the environment caused by their work activities. Most candidates also demonstrated savings to “the bottom line”.

The pilot demonstrated the potential for employees working under supervision to make suggestions for improvements to work activities and work practices. This was achieved when the role of work activities and practices in contributing to environmental impacts was made clear. Most workplaces seem to have a vast potential to improve energy efficiency, waste disposal, water conservation and resource usage practices.

The pilot process uncovered many difficulties in delivery and accreditation on the journey from the written award to changed work practices. Both candidates and trainee assessors learnt a lot about competence-based skills. Everyone found how competence-based skills can make a contribution to reducing environmental impacts.

The project achieved its main aims, which were to–

- Facilitate candidates in achieving the EAL Level 2 Environmental Effectiveness Award.
- Demonstrate tangible reductions in the environmental impacts of participants work practices
- Produce an Environmental Effectiveness Workbook of supporting materials and competence based activities.

The EE Workbook aimed to facilitate trainers and candidates fulfil the requirements of the Award. This underwent major changes in response to evidence generated by candidates and assessors’ difficulties in interpreting the award. This gave rise to suggestions for changes in the EE Award. These changes have been communicated to the National Awarding Body and largely been agreed.

Around 25 candidates will be accredited with the nationally recognised vocationally related qualification from EAL. A number of case studies have been identified that demonstrate savings both to the environment and the bottom line and will be publicised by EEBPP (now ‘Action Energy’). 3 or 4 people will become workplace assessors (D32/33) with environmental experience, providing an important increase in the numbers of such in the North West.

Many people believe that employees can make a vital contribution supporting business to reduce the impact on the environment. This can now be clearly demonstrated by candidates’ evidence collected as part of the assessment and accreditation process.

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Recommendations

The main recommendations are to:

EAL (EMTA Awarding Body)

To the Environmental Effectiveness Award

1. Add 'waste' to 'resources'.
2. Clarify meaning of 'work activities' and 'work practices'
3. Reorder so that 'recommendation' is later.
4. Offer Units 3 & 4 as a choice

For details see [Appendix 2](#)

Most recommendations have been accepted.

Action Energy (formerly EEBPP)

1. Collect 'case studies' and disseminate information about them.

This is being implemented.

2. Consider how to publicise the EE Award and supporting workbook.
3. Provide marketing materials to help recruit candidates in workplaces.
4. Contact national FE providers to promote

EnWorks

1. Establish NW Assessment Centre specialising in Environmental Skills.
2. Develop Network of Workplace Assessors with environmental experience in North West
3. Approach local Learning & Skills Councils to promote EE Award using other assessors in colleges and training providers.

Groundwork Blackburn

1. Develop more vocational assessors with environmental experience.

Northern Technologies

1. Continue delivering the EE programme
2. Organise Awards Ceremony for successful candidates.

EP@W Ltd

1. Consider producing online materials to support the workbook, others at work, and assessors.
2. Investigate how overall improvements in environmental effectiveness can be measured.

Amicus

1. Publicise award and supporting materials nationally

Environment Minister (Michael Meacher)

1. Establish funding/incentives for workplace environmental training that can be accredited to national vocationally related qualifications. e.g. Less Climate Change Levy the same concessions as available for certain energy-saving technologies.

Aims

This report aims to

- Analyse the Environmental Effectiveness Award
- Assess the 'EP@W' Workbook
- Recommend future developments

Background

The programme is based on a new vocational qualification. It is a new initiative to develop environmental skills at level 2 - for people working under supervision. This was the first pilot of both the qualification and the learning materials developed to accompany it.

The new Environmental Effectiveness Award was developed by the government's Energy Efficiency Best Practice Programme (now 'Action Energy') in conjunction with the National Awarding Body, EAL (EMTA Awarding Body). It is the first time that a competence-based qualification to demonstrate environmental skills has been developed for people who work under supervision - level 2 in NVQ terms. This vocationally related qualification¹ was developed in consultation with relevant stakeholders, including employers and employee representatives from the AEU (now Amicus).



Candidate with her recommended plastic crusher

Up until recently, people at work could only demonstrate competence in environmental skills at the level of management – level 4. There are no National Occupational Standards for environmental skills below level 4. Only a few people are in the position to gather the necessary evidence, at level 4, for skills such as auditing, policy maintenance and carrying out an environmental review. Nevertheless there are lots of other skills at work that could reduce environmental impacts at work.

There is a vocationally related qualification at notional level 3 called Certificate in Environmental Practice at Work² (LSC Programme Number 00254068). This is suitable for people who have some autonomy at work, including supervisors and union representatives.

Candidates demonstrate competences in environmental risk assessment, make suggestions to reduce environmental impacts and promote sustainable development. Online materials have been

produced by EP@W Ltd that support the achievement of that certificate and were made freely available to assessors and participants for the duration of the pilot programme³. Partners contributing to this EU/NW funded project were EEBPP (now 'Action Energy', EAL, Enworks, several Groundworks, with Groundwork Blackburn the project leader.

¹ For details of the Environment Effectiveness Award, [http://www.eal.org.uk/EALImage.nsf/WebFiles/GRR201/\\$file/GRR201.pdf](http://www.eal.org.uk/EALImage.nsf/WebFiles/GRR201/$file/GRR201.pdf)

² For details: <http://www.ncfe.org.uk/pdfs/p/7437.pdf>

³ Available at <http://www.epaw.co.uk>

EP@W Ltd authored the workbook that candidates used to demonstrate their competence to the national Level 2 Environmental Effectiveness Award. EEBPP (now 'Action Energy') have Crown copyright over the supporting learning materials produced, while recognising EP@W 'authorship'.

Would-be assessors needed to demonstrate they have environmental competence to make the assessments. They did this by working in environment roles or by having either a Level 4 (managers) NVQ in environmental management, or are an Associate Member of IEMA, or have Level 3 Certificate in Environmental Practice at Work. Health and safety skills and competencies do *not* count.

This was the first pilot – both for the qualification and the learning materials to demonstrate competence. These materials set out to help candidates show what they could do to reduce impacts upon the environment. Bearing in mind candidates were working under supervision, the candidates needed the help of trainers, supervisors or union representatives, who in turn, needed the commitment of the management.

Small and Medium Enterprises (SMEs) were selected and approached on the basis that they allow candidates about 20 hours during work-time to complete the award.

Candidates need to gain confidence and the skills necessary to reduce impacts. This is not an academic paper exercise to test environmental knowledge. Candidates were expected to carry out task at work that fulfil the Performance Criteria of the award. Performance criteria (PCs) state what the candidates must be able to do at each stage throughout the award and sets a range of circumstances, or situations, in which the candidate must be able to perform the tasks. The supporting learning materials in the form of a workbook of activities with accompanying text aimed to generate the necessary skills and underpinning knowledge to help demonstrate that the candidates '**can do**'. For more on workbook rationale, see appendix 1.

The EU funding required that the programme was carried out in SME's. This posed problems as these organisations have very tight budgetary and production concerns and very little flexibility to try new initiatives. Few SME's work in 'social partnership', where there are formal relations between employee and employer. It would have been easier to test learning materials in larger organisations, where there may be more structured employee organisation that would support candidates with this award.

For all participants and partners there were many new areas of skill development to address:

- For Groundwork partners, skills based vocational qualifications were new.
- For VQ assessors, environmental skills development was new.
- The idea of employees developing recognised environmental skills was new.
- For employers they were taking on a risk and some commitment to train their employees to recognised national standards.
- For candidates, carrying out new tasks that were not part of their normal working day was new

The pilot also tested the idea that a **generic** workbook could stimulate the specific requirements for each candidate to:

- demonstrate their competence to the award standards
- provide sufficient authentic and valid evidence from their work activities
- *and* reduce the environmental impacts of their work activities.

Partners in the Pilot Project

The pilot project was made up a number of partners, including Enworks organising the EU & SRB funds, EAL the National Awarding Body, EEBPP the government's energy programme, Pendle Training the Assessment Centre, Groundwork Blackburn organising the project, Groundworks Rochdale and Wigan providing trainees assessors, EP@W Ltd providing the workbook and an assessor or two, and the SMEs throughout the North West and ...the candidates.

Companies

There were a dozen or so SMEs throughout the North West, including Rochdale, Runcorn, Preston and Pendle. The SMEs taking part reflected diverse manufacturing and service companies, including textile, chemical, aerospace, and warehouse. Companies who took part were:

Astopol	Cleveland Guest
Décor Part	Dunlop
Flexcrete	Hope Technology
Industrial Copolymers	JKB
Liquid Plastics	Pendle Aeroform
Presspart Manufacturing	Quadwall
Raven Manufacturing	Roch Valley
TBA Textiles	MicroWarehouse

Candidates

The EU funding required 90 participants with 60 successfully completing the programme. These were always stiff targets, Employers were asked to provide 20 hours, although it was expected it would take about 40 hours to complete the qualification. These hours had to be collected while at work rather than from a training course outside the workplace. These level 2 candidates never get that sort of time to attend off-site courses.



Candidate with printer poster

At the end of May, 61 candidates had enrolled. About half of these will complete within a few weeks of the completion of the pilot. Most, although not all, were 'level 2' employees.

EAL

The EMTA Awarding Body (EAL) produced the qualification and provided an External Verifier to check that all the proper arrangements and standards were maintained.

Northern Technologies

The Assessment Centre stipulated by the National Awarding Body, was Pendle Training in Nelson, Lancashire, part of Northern Technologies. They have all the necessary quality systems in place to assess candidates and internally verify the assessors. Arrangements were made with EAL to contribute to the costs of trainee assessor accreditation and provide the External Verifier (EV).

Assessors

The assessors were "qualified" assessors ie those already with a D32/33, plus trainee assessors gaining the evidence needed for their D32/33 portfolios. The qualified

D32/33s come mainly through the Assessment centre or [EP@W](#) Ltd. Trainees came from Groundwork and Preston Chamber of Commerce.

It was outside the EU funding programme to train up assessors, so funds were made available courtesy of Enworks. To deliver the programme in the future, there is a need for Assessment Centres that have both assessors and internal verifiers with environmental skills.

Action Energy (formerly EEBPP)

EEBPP contributed to the project providing the resources to produce the workbook, written by EP@W Ltd. It was made clear at the outset, that the government would have Crown copyright of this product at the end of the project.

Groundworks

Groundwork Blackburn provided the management of the project, while other NW Groundwork Trusts contributed by recruiting SMEs and assessing candidates using trainee assessors.

Enworks

Enworks provided the funds from EU sources and SRB funds as part of a North West Regional Programme of environmental training. The funds ran from July 2001 to July 2002.

EP@W Ltd

EP@W wrote the EE workbook for January 2002 when recruitment started and rewrote it in light of pilot experiences. EP@W also wrote this Report.

Method

Beginning

Following the announcement of funding (from EU and SRB) for the pilot by Enworks, Groundworks throughout the North West were approached to see if they would recruit SMEs to the project and to identify people who wanted to become workplace assessors.

The Awarding Body agreed to contribute to the project by waiving the normal fees for D32/33 accreditation and provide external verification, Northern Technologies Pendle Training was used as the Assessment Centre. The government's EEBPP agreed to contribute funding for the production of a workbook that could be used by anybody after the project.

EP@W Ltd wrote the workbook and provided assessors/IV to Pendle Training. The first draft of the workbook was produced for the beginning of January 2002. This version of the EE Workbook was used throughout the pilot in order ensure consistency, although it was tempting to try and make alterations.

A meeting was called for all the assessors and trainee assessors to explain how assessment worked and to outline the sort of commitment that companies would be required to make. Some people were expecting that you could become an assessor in a morning, but soon found there was a lot more involved. It was emphasised that candidates would not demonstrate any competence by attending a seminar on climate change, however wonderful the 'PowerPoint' presentation may be. The candidates have to do it for themselves.

The Groundwork Trusts, along with Pendle Training and Preston Chamber of Commerce, recruited about a dozen SMEs. They explained to each company that they could expect to contribute about 20 hours for each candidate, but that the candidates would be expected to contribute some time of their own in order to complete the qualification. While several of the companies were looking to gain ISO 14001 at some point, it was made clear that while this pilot would involve and encourage employees, it did not in itself help compliance to ISO 14001⁴. It was also emphasised that companies would need to support the candidates who would need to involve other staff. It was recognised that the most appropriate companies were those who have quality systems, work in teams and have a relatively open structure.

Each of the trainee assessors had to be accompanied by a trained assessor (D32) and this led to an increased burden to achieving the numbers of candidates involved. This placed a heavy burden on the two internal verifiers (D34).

Middle

The candidates carried out a series of activities, each linked to the Performance Criteria of the EE Award. They started by outlining what they did at work, in terms of the resources that come into their work activity, the work practices that are undertaken and

⁴ [EP@W](#) Ltd publish electronically an Employee Awareness Workbook that complies to the requirements of ISO 14001 Para 4.4.2

the wastes and products that go out. They then identified some of the environmental impacts of their work and measured and monitored the use of energy and resources.

Candidates collected evidence both internally and externally in order to identify opportunities for reducing the impacts of their work. They then made recommendations to responsible people for changes to work activities or in work practices to reduce the impacts upon the environment. They agreed with relevant people how these new or revised practices could be adopted and noted any problems with implementation.

Candidates progressed to explaining to their colleagues the advantages of adopting such practices. They used communication skills to promote environmental improvements with colleagues. And finally they contacted stakeholders and identified what their interests may be, in order to encourage them to adopt environmentally responsible practices.

Throughout, candidates produced evidence that they could complete all the requirements set out in the PCs. This evidence was collected in individual candidate's portfolio. The evidence in these portfolios was primarily for the assessors and verifiers, but could now be used to provide information in a case study or research to show how people can be involved in the process of environmental impact reduction. These portfolios can provide evidence to any interested party. Some portfolios, mainly from candidates involved from the service sector, are available electronically.

It was the job of the assessor to make sure the candidates provided evidence for all the performance requirements in the award, and to assess the evidence strictly against the PCs to ensure all candidates were performing to the set standard. Assessors also guided and advised candidates helping them to identify opportunities for meeting the award requirements. Very complete records were kept at each stage, so the internal verifiers could maintain a quality system ensuring all assessments were fair and met the same standards. The process in this pilot was still more complex as there were trainee assessors going into the workplace who had to be accompanied by their own assessors too. The trainee assessors had to cope with both new assessment techniques and the problems presented by running a new qualification and new supporting materials⁵.

During the delivery, there was a great deal of confusion going from Element 1 & 2 as the candidates kept saying: "We've just done this". Bringing 'work activities and work practices' closer together and not keeping them separate till Element 2 eventually resolved the confusion ([Appendix 1.4](#)) The workbook now includes a diagram outlining the relationship between energy sources, and resources, work activities, work practices and environmental impacts. The EE Award also now reflects this change.

End

Evidence was collected, assessed and then internally verified. There was a considerable "drop out" rate (over 50%) that in normal circumstances would attract concern. However, the fact that the qualification was new, the supporting materials were new, companies new to the methods, and most of the assessors new, the retention rate was remarkable⁶.

⁵ Some recognition should be given to the internal verifiers who facilitated this process!

⁶ Congratulations all round!

The EE Workbook was completely rewritten to take account of the findings during the pilot. A clear logical progression of tasks was produced, each based on the qualification's PCs. The final version also sorted out what are meant by 'work activities' and 'work practices'. The new EE Workbook showed more clearly the processes that go on at work and how they impact on the environment. This should give candidates a lot more confidence and a lot more to consider appropriate for environmental effectiveness

During the process of collecting evidence, it became clear that a number of recommendations made by candidates resulted in both a reduction to the impacts upon the environment, and to the 'bottom line'. Several of these were identified and communicated to Action Energy (EEBPP) who are going to make the energy examples into case studies.



Candidate demonstrating printer energy saver!

A review of the programme for candidates to complete was built into the workbook and a further evaluation form was produced by the Pendle Training Assessment Centre. Responses to the evaluation process indicated the best and worst bits.”.

The most common concern was to Unit 4, starting with: “Who are stakeholders?”. This was followed up with: “We can't contact them”. By broadening the definition of stakeholders to include 'employees and their families', candidates say: “We've done that before”. The problem arises from their position within the company – the candidates are not there to liaise with outside bodies. That is what the managers do.

The most common positive response was “using the internet” or “using grey matter. Most of the participants were well motivated particularly round the daunting time of making a presentation. It is more important not to dampen this enthusiasm by having later repetition which felt like a letdown.

This was communicated to the Awarding Body, who have agreed to now offer the EE Award as 3 Units, the first two compulsory, with a choice of one of Units 3 or 4. Many other suggestions ([Appendix 2](#)) were agreed, as there was clear recognition between the parties that the award will be made more effective.

The EE Workbook now reflects these agreed changes

Issues

In order to deliver the EE Award, there needs to be a number of criteria in place, and these issues reflect the range

1. Time Off

This is the most crucial and is the main problem that needs to be addressed whenever candidates are enrolled

For the purposes of the pilot candidates and companies were asked for 20 hours and employees expected to put in the some amount of time over and above that. It was made clear that this is the main commitment and is needed in order to complete the workbook to the required standard and be available for assessments.

The problem emerged that while employers said: “the time will be there”, when it came down to it, supervisors said “there isn’t time in my budget”. It took further time by assessors to see some employers to reinforce this message. Sometimes this was at the same time that candidates were saying “but we are doing all this in our own time!”. Further time was wasted sorting this out.

2. Support.

Thought should be made to considering support, which isn’t just a matter of throwing information at people – whether in hard copy or html.

This is a vocational qualification, not an academic exam. We wanted people to DO things to reduce environmental impacts - not write an essay on global warming. We needed these candidates, who work under supervision, to gain confidence as soon as possible. And we had to do it at a distance. We had to get people to do things, and the faster the better.

There could be a debate about how to motivate somebody in such a position. It is clear that it is more than telling somebody to turn the light off but less than a thesis being thrown at them. The assessors aimed to find a balance through the use of the workbook, some candidates needed more support than others. However once started on the programme most completing candidates retained a high level of motivation. Many of the recommendations in this report are to develop the support mechanisms, both inside and outside work. The award clearly opens up an opportunity that benefits employees, employers and the environment. It should be possible to turn on some of the funding (e.g EU, LSC & Partnership funds) that *talks* about doing this, while this pilot actually *did* it!

3. Same People.

At various points throughout the award the PCs required the candidates to make a recommendation, then to make a presentation to colleagues and to make a presentation to stakeholders. This proved difficult involving three separate groups of people given the constraints of level 2 people in the workplace. The ranges within the award also repeated the functions of people who should be involved. It transpired that most candidates carried out these three tasks using the same few supportive people as an ‘audience’. Some of whom were a little reluctant to participate by the time it came to the third ‘presentation’. It is also difficult for an assessor to determine whether the evidence generated is sufficient or valid when different ranges of individuals were excluded.

4. EE Award

Arising from the experiences of using the EE Award, it was always expected that there would be suggestions to improve. As the Award had not yet been submitted to the QCA (Qualifications and Curriculum Authority), it could be changed by EAL. At the end of the project there was a meeting to feedback the evaluations and make suggestions. The suggestions were largely accepted as there was agreement that they enhanced and clarified the award.

The main change was from 4 Elements that took anything up to 80 hours to 3 Units, Units 1 & 2 being mandatory and a choice of either Unit 3 or 4. This is a significant change from one unit of four elements. There is greater recognition for the candidates given the time, commitment and skills development needed to complete the award and there are improved funding implications for training providers delivering the award. There was also a change in the ordering of Performance Criteria so that 'work practices' were introduced earlier and became part of an overall 'work activity' that also included use of energy and resources. I.e. *Work activity = energy + resource use + work practices.*

5. Case Studies

This pilot demonstrated that economic savings can be made as well as environmental reductions, this should facilitate selling the concept of Environmental Effective training programme to companies.

There is documented evidence through candidates portfolio submissions that several candidates have already saved notable sums of money . Examples:

Ken Long at Dunlop Textiles suggested that for a layout of £400 he could demonstrate savings of £8000 per year, by removing the need for a third compressor.

Anna at TBA Textiles - identified the difference gas between her department and next and formed waste management committee within the cell and has made recommendation for cutting bills by everybody

Ray Ham, Flexcrete saving £400 per month, by avoiding leaving sludge to solidify and having to have it collected monthly as special waste. Lancs waste now collecting solidified sludge as hardcore for free.

Leonard Barnard - Industrial Copolymers (ICL) replaced oven seals saving considerable energy on heat up and retention of high temperatures in curing ovens

Several valid and very good recommendations relating to waste have been put forward

One of the next steps should be to make sure we collect the candidates suggestions and possible savings.

The improvements candidates made to work practices could all be measured in real terms both financial and environmental [e.g. tonnes of CO₂]

Quite often candidates made one recommendation but ended up doing something else

e.g. one suggested changing to green energy, but could only put into practice

turning off monitors. This is as a result of the way the qualification develops. The first Unit encourages candidates to identify opportunities for improvement, whereas Unit 2 requires that the candidate *carry out* practices that reduce environmental impacts

The first suggestion is often the one that reduces the financial and environmental impacts most, but requires other people to "do it". If a particular suggestion is accepted, then somebody else often goes off and carries it out. For example the candidate may suggest automated lighting systems, while somebody else will fit them. This cannot be used for their own evidence. Nevertheless, these suggestions/opportunities should be included in any assessment of overall improvements as a result of the EE programme. . It would be a shame to lose the first recommendations, as these are useful to the company if not the candidate.

Adelle Morris	Microwarehouse, Runcorn	Reduce Paper wastage and place recycling bin next to printer
Claire Sherlock	Microwarehouse, Runcorn	Introduce flaking machine for plastic cups to make more recyclable
Ray Ham	Flexcrete Preston	Making use of extraction waste - set waste in cardboard can be used as hard-core instead of waste
Donna Singleton	Raven,Lancs	Use of lighting in factory and office areas
Norman Southern	Southern Liquid Plastics	Reduce amount of ordinary waste going in 'special' waste bins
Mark Henry	JKB Shopfitting	Introduction of wood burning stove
Nicola Cumpsty	Microwarehouse	Monitors turned off while not in use
Tony Briscoe	Microwarehouse, Runcorn	Turning monitors off
Siobhan Robinson	Raven	Monitor use of paper
Ken Long	Dunlop Textiles	Eliminate one compressor est saving 8k/yr
Christopher Warren	Industrial Copolymers	Reduce waste from 903 Grades est 38k/y savings
Paul Larkins	TBA Textiles	Maximise Roll lengths, cuts waste of time and materials and operatives
Stewart Simper	TBA Textiles	Cleaning and replacing roof or ceiling lights
Lynn Edwards	Raven	Recycling of Toner Cartridges & Management of cardboard products via bailing
Clarence Whitehead	Raven	Fit automatic time out on motors and presses, starting with verbal method
Alan Rawlinson		Crush and bail waste before landfill. Waste reduction estimated saving 6k/yr
Kirsty Lyon		Label and switch off lights/printers recycle cartridges
Anna Sztogryn	TBA Textiles	Identify any faults and all yarns, Plastic and glass segregated
Shervaz Parveen	Roach valley	Space heating savings

6. Workbook

The workbook was completely revamped. The order of the tasks was altered to make more logical progression and several diagrams introduced to help explain the knowledge behind some of the terms used. The main changes were:

1. More guidance on identifying environmental impacts was required. Most candidates just wrote the 'impact' rather than identify examples of impacts, whether to land, air or water. There needed to be a better definition of 'environmental impact'.
2. Using the 'In/On/Out' model activity enabled the authors to develop a model specifically for energy and complying with the terminology of the EE Award. The Diagram called "Energy @ Work" displays the relative roles of 'energy sources', 'resources', 'work activities', 'work practices' and 'impact on the environment', thereby making a lot of the tasks much clearer
3. While it was recognised there was some value in "Energy Efficiency, Waste Minimisation", 'Water Conservation' and Cleaner Production', it introduced extra terms. So 'Cleaner Production' was altered to 'Resource Use' which corresponds better with the PCs. These 'Principles' can be used to identify work practices that reduce the impact on the environment. This is reflected in changes in the EE Award.
4. Another diagram was produced to indicate in more detail what is meant by 'work practices', using the range of examples in the PCs. The purpose of this is to create as many options for the candidates to choose work practices relating to their own work tasks.
5. Improvements were made for external contacts, enabling people who haven't got web access to contact.
6. A diagram has been produced to demonstrate who are stakeholders and the likely 'stakeholder dialogue' with the company.
7. The order of tasks has been altered to be more logical in the progression of skills and revolve around making a recommendation. It is now much 3-part clearer process
 - "Prepare a recommendation"
 - "Make a recommendation"
 - "Publicise your recommendation" - either internally to colleagues or externally to stakeholders.



Candidate convincing colleagues

Future

1. Where do we go from here?

This was piloted among SMEs. It can now be 'sold' to any company. Larger, more organised, companies may be very interested in this award. It will fit their existing staff training, or continued professional developments.

There is a strong case to develop these environmental skills in the North West. This would require support from several agencies. However, because the award fits both the mainstream of national skills development and environmental performance, it should attract funding from various sources, particularly LSC and social partnership funds.

It should be possible to now promote the award, with the accompanying materials, to training providers throughout the country. These training providers may require more environmental experience, but won't need to become experts as the supporting materials provide all the necessary information.

And then there is cyberspace...With all the talk about 'e-learning' and 'blended' learning, there would seem to be potential in developing online support materials to help workplace assessors and candidates able to access the web.

2. Who should be involved?

LSC/SSCs are now responsible for developing and delivering skills at work. EE skills now represent a new set of skills that help the environment and build capacity. The EE Award has been tested and found to work. The supporting materials will now help many training providers who do not have to be environmental experts to make a difference.

Amicus is one of the largest unions with representatives in many workplaces and were influential in the development of the Award. They could be invaluable in promoting the Award and materials nationally.

Further Education Colleges should be approached to set up EE Award programmes using the existing framework for funding.

3. How should the award be publicised ?

Case studies. A number of candidates and companies have been identified for possible case studies. Does anybody have further suggestions? Would it be possible for someone to take on the task of quantifying some of the environmental savings?

Handout. The authors recommend a leaflet that can be used anywhere, for people wishing to get the commitment of companies to explain Environmental Effectiveness and the necessary commitment required.

Publicity material. There is a video of the BBC 2 Showing of a promotion for Environment Effectiveness.

4. What else should be considered?

Has anybody any other ideas of where, who and how Environment Effectiveness should be promoted?