Radioactive Waste Management Peer Learning

Contents

Glossary

Term	Definition
LLW	Low Level Waste
NWP	National Waste Programme

What is the purpose of this document?

This document provides an overview of the concept of Peer Learning and how this can be used to assist the nuclear industry to improve their radioactive waste management practice. This document provides a definition for Peer Learning, describes the benefits and details the Peer Learning process. It is intended that this document is a source of information for those seeking to be involved in the Peer Learning process and for other stakeholders who are interested in the nature / intent of radioactive waste management Peer Learning.

What is radioactive waste management culture?

The Peer Learning process is intended to support the identification, implementation and embedding of improvements to radioactive waste management culture across the UK.

People	Plant
Radioactive Waste Management Culture	
Processes	Policies

Radioactive waste management culture describes the approach employed by a waste generator (on any scale from an individual project to a whole organisation) for the management of radioactive waste. This covers all aspects of radioactive waste management (people, plant, processes and policies) for the full lifecycle of the waste from characterisation to disposal.

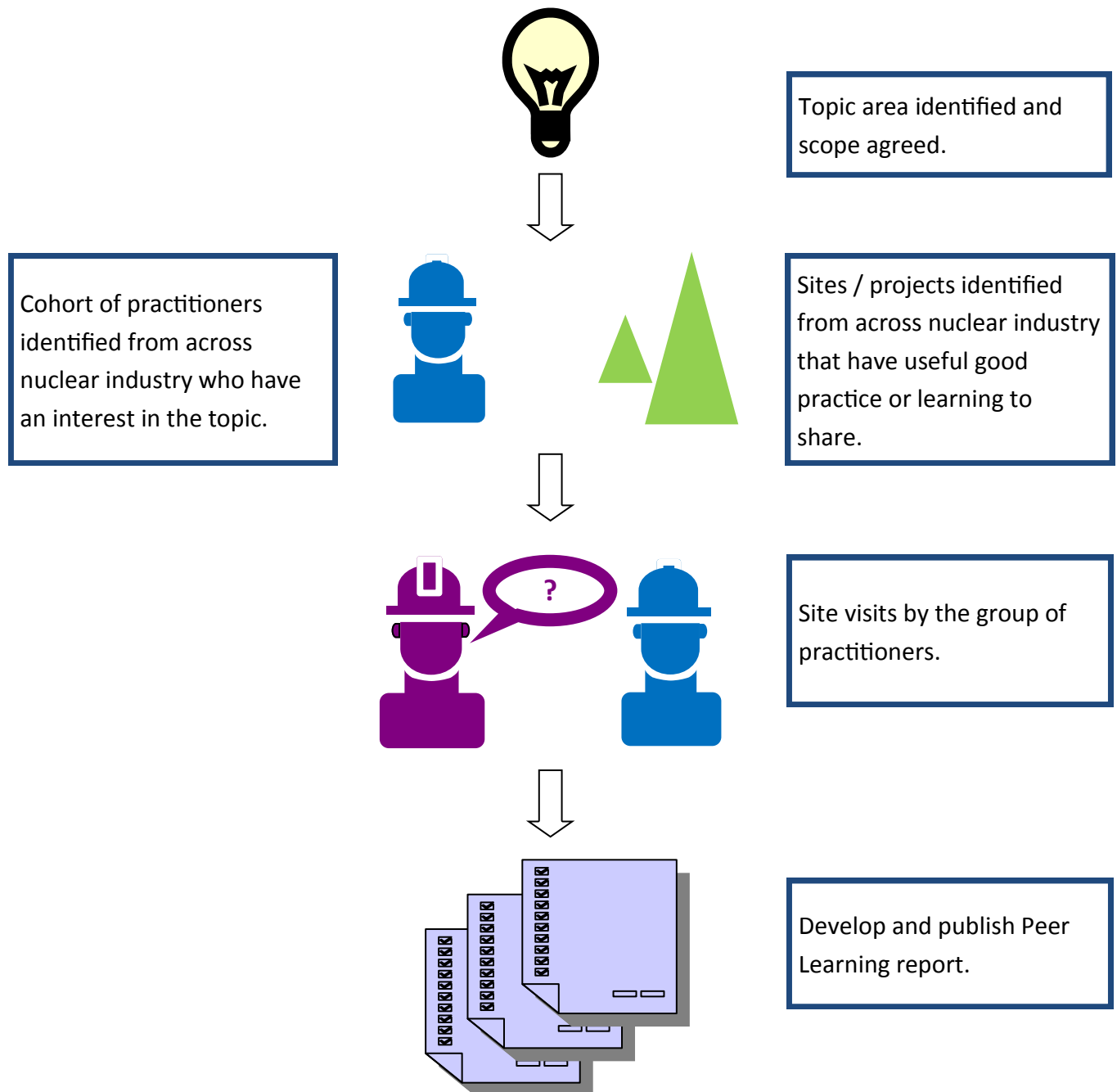## Why is radioactive waste management culture important?

For organisations that generate radioactive waste, its safe and effective management is a key concern. Managing radioactive waste through its lifecycle from retrieval to disposal requires the coordination of effort from a range of personnel, plant and processes to ensure that is conducted safely, efficiently and successfully.

The significance of a positive radioactive waste management culture is that it ensures that the right decisions can be made and can be implemented to safely and compliantly reduce the volume of radioactive waste requiring disposal; to reduce the environmental impact of waste management activities and to deliver cost savings through the use of more joined up and efficient waste management practices.

Radioactive waste management culture can be described by a holistic model [the Peer Review Model available via the LLWR Repository ltd website, **www.llwrsite.com**] that considers all of the attributes that contribute to safe, efficient and successful radioactive waste management.

What is Peer Learning?

Peer Learning is a tool which enables those involved in the management of radioactive waste to collect, analyse and use good practice and learning from experience on a particular aspect of waste management directly from their peers on other projects or sites in a structured way.

Topic area identified and scope agreed.

Cohort of practitioners identified from across nuclear industry who have an interest in the topic.

Sites / projects identified from across nuclear industry that have useful good practice or learning to share.

Site visits by the group of practitioners.

Develop and publish Peer Learning report.

What isn't Peer Learning?

Peer Learning is **not** designed to compare performance of a site against a standard.

Peer Learning is **not** an audit.

Peer Learning is **not** a process improvement event—it is not about executing change; but it **is** about engendering change.

What is the difference between a Peer Assist, a Peer Review and Peer Learning?

A **Peer Review** is a tool that enables anyone involved in radioactive waste management to have an independent measurement of their radioactive waste management approach against a model of best practice.

A **Peer Assist** is a problem-solving tool that enables anyone involved in radioactive waste management to identify and implement improvements to their radioactive waste management practice and culture.

Peer Learning is a tool which enables those involved in the management of radioactive waste to collect, analyse and use good practice and learning from experience on a particular aspect of waste management directly from their peers on other projects or sites in a structured way.

Peer Assist, Peer Review and Peer Learning are all standalone tools, directed at improvement. They can all be scaled depending on the needs of the host or the area of interest. The Peer Review is conducted using a specific process (defined in the Peer Review Model); the Peer Assist process can be tailored to the needs of the host and the nature of the improvement need; and the Peer Learning tool can be flexed depending upon the area of radioactive waste management being investigated. They are complementary and one may be an input or initiator to another.

When would I use Peer Learning?

Peer Learning may prove particularly useful to waste generators when:

- Seeking to explore how other waste practitioner undertake a particular aspect of radioactive waste management practice

- A new waste management task, project, programme or service is starting

- There is uncertainty on what direction to take for an aspect of radioactive waste management practice

- It has been identified that other waste practitioners undertake their waste management activities in a different way, which may provide an opportunity for learning to be shared

What aspects of radioactive waste management practice does Peer Learning support?

Any and all aspects of radioactive waste management practice, across the waste management lifecycle.

|	
Characterisation	Engagement
Inventory management	Learning from experience
Packaging and transport	People and people organisation
Policies, strategies and procedures	Training and qualification
Waste hierarchy	Waste management operations
Waste route availability and decision making	

What are the benefits of peer learning?

For practitioners:

> Builds networks and relationships with practitioners across the industry (providing contacts for future sharing of information and practice).

> Enhanced understanding of waste management practice across the industry through the sharing of good practice and providing tools, strategies and approaches which can be applied at their own sites. It provides an opportunity to think differently.

For participating sites:
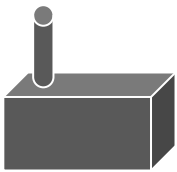
> Provision of credible, up-to-date and relevant information on waste management practices from practitioners at other sites to support improvements to on-site waste management.

> Enhanced understanding of waste management practice across the industry providing tools, strategies and approaches which can be applied at their own sites.

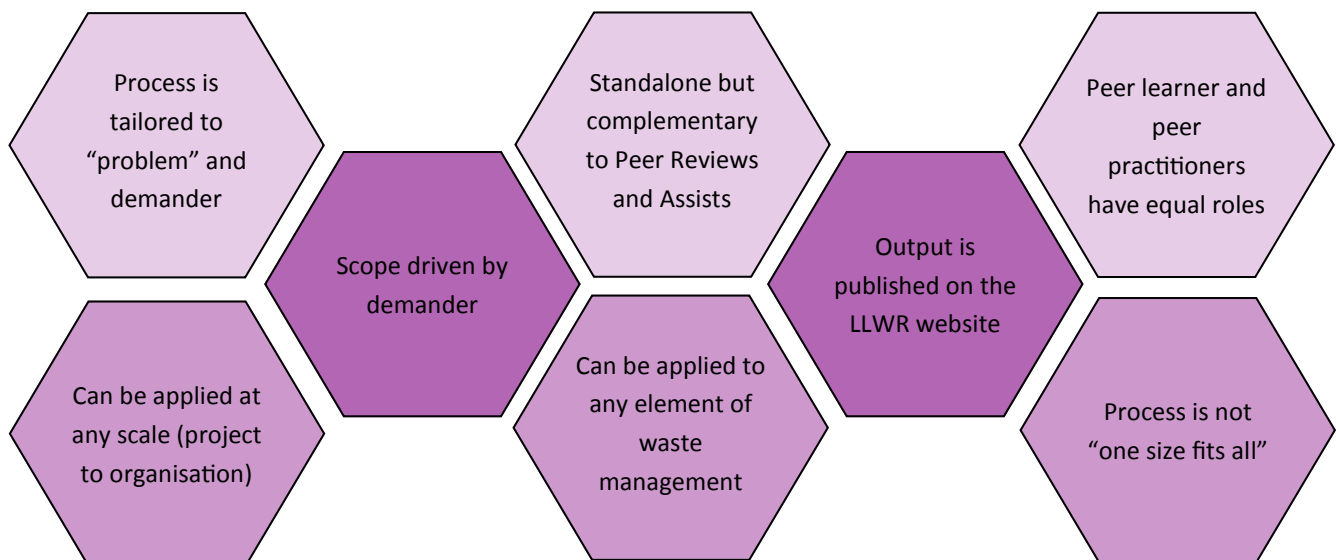> Reduces duplication of effort and improve effectiveness to deliver improved waste management.

For the wider nuclear industry:

> Provision of credible, up-to-date and relevant information on waste management practices at other projects and sites to support improvements to on-site waste management.

> Increased awareness and knowledge of waste producers on different approaches to waste management.

What are the principles of the NWP Peer Learning process?

- Process is tailored to "problem" and demander
- Scope driven by demander
- Standalone but complementary to Peer Reviews and Assists
- Output is published on the LLWR website
- Peer learner and peer practitioners have equal roles
- Can be applied at any scale (project to organisation)
- Can be applied to any element of waste management
- Process is not "one size fits all"

The Peer Learning process "at a glance"

Scope

- Initiated / agreed with demander, peer group and participating sites
- Project → Organisational level as required
- Any aspect of radioactive waste management practice

Activities

- Site visits/walkdowns
- Discussions with waste practitioners and other personnel
- Data gathering and analysis
- Review of site documentation

Location

Waste producer sites and / or central locations

Duration

- 3 days to 3 weeks (depending on number of visits included in the scope)
- One block of time or divided across several weeks

Participants

- Facilitator(s)
- Projects / sites across the industry
- Practitioners from across the industry to form the team

Output

Report published on the LLWR website

The Peer Learning process flow

Scoping and planning

| Identify the topic | Agree the scope and the cohort | Identify where to go and see | Develop the programme |

Peer Learning Event

| Identify what good looks | Site visits | Gather information and agree learning | Develop report structure and content |

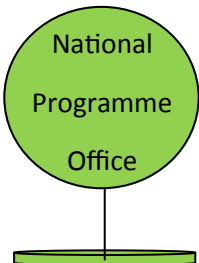### Publish Peer Learning Report

Who is involved in Peer Learning?

Waste Practitioner
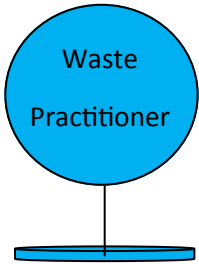
Responsible for:

- Identifying the topic area and initiating the Peer Learning with the National Programme Office
- Participating in the Peer Learning process
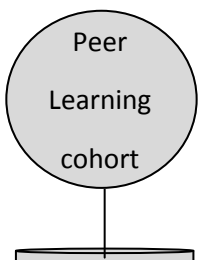- Contributing to the final output

National Programme Office

Responsible for:

- Identifying a Peer Learning cohort
- Agreeing the scope of the Leer Learning with the cohort
- Identifying suitable sites, facilities to visit.
- Supporting the scoping and planning of the Peer Learning
- Making appropriate logistical arrangements for the event
- Developing and publishing output from the Peer Learning

Sites
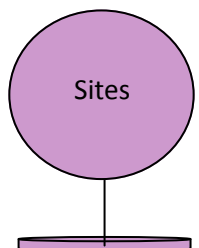
Responsible for:

- Identifying resources to support the visit
- Supporting the visit
- Providing data, etc where requested

Peer Learning cohort

Responsible for:

- Participating in the Peer Learning process
- Taking the learning back into their own organisations to share
- Contributing to the final output

What will the output from the Peer Learning be?

The output from a Peer Learning event will depend on:

- The Peer Learning topic and scope
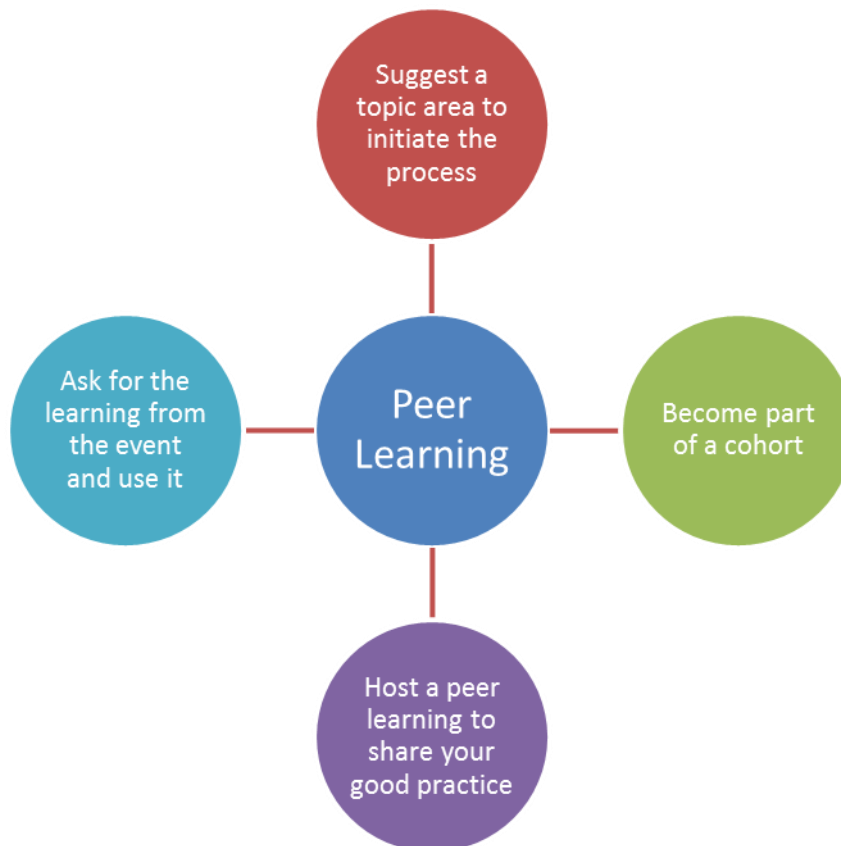
- The Peer Learning cohort

Although the output will be a document, the structure of the document could be:

- A report

- A series of case studies

- A guidance document

- A process flow diagram

This will be agreed by the Peer Learning cohort.

It will be published on the LLW Repository Ltd website.

How can you get involved?

Contact the National Programme Office: NWP@llwrsite.com